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ABSTRACT

The second in a series on service-learning in the community college, this monograph presents 14 essays by community college faculty, chronicling their experiences in developing service-learning activities. Following two introductory essays describing the current status of service-learning and the purpose and organization of the monograph, the essay, "Service Learning: Theory and Rationale" (Susan J. McAleavey) is presented. The next section provides the following six essays detailing service-learning activities in specific disciplines: "Business and Management" (Sharon Niblock and Norman Kilgore); "Local Stories Local Style: Service-Learning and Composition" (Irena Levy); "Service-Learning and the Humanities" (Robin Fujiwaka); "Service-Learning and Psychology" (Tanya Renner); "Service-Learning and Reading Instruction" (Mavis Hara and Linka Corbin-Mullikin); and "Sociology" (Neghin Modavi). The third section describes service-learning across disciplinary boundaries and contains the following essays: "Developing Service-Learning in Developmental Studies" (Elizabeth Bryer and Carol Gish); "English as a Second Language Courses" (Lin Griffith); "Service-Learning in an Integrated Learning Community Program" (Gerry Rasmussen and Elizabeth Skinner); and "Tribal Colleges: Responding to Cultural Needs" (Kelly Ward). The final section provides resources for further information in the following essays: "Print and Organizational Resources" (Gail Robinson) and "Electronic Resources" (Maria Hesse). (HAA)

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DISCIPLINARY PATHWAYS TO SERVICE LEARNING

JC 970 167

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Disciplinary Pathways to Service-Learning

Compiled and Edited by
David Droge
University of Puget Sound

November 1996

This monograph is published by CCNCCC both as a resource for faculty interested in incorporating service-learning into their course offerings and as a tribute to the efforts of some pioneers in this area.

I am grateful to Lyvier Conss and Terry Pickeral for the opportunity to work on this project; I especially appreciate the contributions of the dedicated teaching professionals whose work appears in this document.
— David Droge, University of Puget Sound

THE CAMPUS COMPACT NATIONAL CENTER FOR COMMUNITY COLLEGES

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The Campus Compact National Center for Community Colleges, established in 1990, has a dual mission. First, it serves as a national advocate for community colleges to sustain service-learning as a national movement. Second, it serves member organizations and others in the promotion and implementation of community service as a means of teaching and learning to the benefit of students and the communities in which they serve.

CCNCCC STAFF:
Lyvier Conss, Executive Director
Terry Pickeral, Assistant Director and Coordinator of Instructional Programs
Rosa Gonzalez, Administrative Secretary

***DISCIPLINARY PATHWAYS TO SERVICE-LEARNING* EDITED BY**
David Droge, Ph.D.
University of Puget Sound
Tacoma, Washington

SECRETARIAL SUPPORT:
Gladys Grant

DESKTOP PUBLISHING CONSULTANT:
Jacki Pearce-Droge, Director
Community Involvement and Action Center
University of Puget Sound

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Dino Design

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Mesa, Arizona 85202

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Lyvier Conss, Executive Director; phone 602-461-7392; fax 602-461-7816
e-mail: conss@mc.maricopa.edu

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Foreword

Deborah M. DiCroce, President
Piedmont Virginia Community College
Charlottesville, Virginia

"The world is progressing a whole lot more quickly than it is evolving." For several years now, this statement has constituted my running commentary on the state of affairs in American society.

I remember well the first time that I articulated it. It was before a group of freshmen in a Virginia community college American literature survey course. The subject was Ray Bradbury's short story "August 2026: There Will Come Soft Rains," and class time was running out. I offered this seemingly harmless profundity as a tongue-in-cheek means for bringing decisive closure to a class discussion on Bradbury's existential approach to the age-old literary themes of man versus machine and meaning versus mania.

In the flurry of the moment, a student's hand shot up quite unexpectedly as he exclaimed, "So you're against change?!" I replied a quick "No, no one's against change" and, like judge to jury, instructed the class to erase from their memory banks any thoughts of world progress and evolution. And so this class on Bradbury's short story ended.

Since then, I have given much thought to the pithy profundity I coined in that literature course and have summoned it often to characterize what I have come to view as a maddening clash between our collective humanness and society's dance with change. Indeed, if the statement offers any insight into the current state of affairs in American society, it is that cosmic things have become much more complex than they used to be. The world is getting simultaneously smaller and more global. Technology is clipping along at a bewildering pace. The knowledge-based economy is not just futuristic theory any more; it is reality. Information is power, and access to information at all organizational levels is critical to an organization's success. Job descriptions are not as clear cut as they used to be, and neither are course syllabi. The organizational hierarchy is giving way to an organizational web. Competition has an interdependency to it that it did not have in the past. And everybody is looking to partner and collaborate and form strategic alliances.

The paradigm is indeed shifting, and embedded within it is a certain imbalance, a disconnectedness to just about everything. "Things fall apart," noted Irish poet William Butler Yeats to another generation. "The center cannot hold." Disengagement, disinterest, and disenchantment have become all too common descriptors for American society. Using the metaphor of "bowling alone," Robert Putnam characterized the phenomenon as "America's declining social capital." The Eisenhower Leadership Group framed the problem as a "democracy at risk," with too many "expecting someone else to carry all the water." And so it goes. The world is progressing a whole lot more quickly than it is evolving.

In the midst of this cosmic dance with change comes a call for civic renewal and a new model of leadership. The call is clarion. President Clinton christened the call AmeriCorps. The Wingspread Group framed it within the context of active citizenship. The American Civic Forum declared it a New Citizenship which "reclaim[s] responsibility for and power

over our nation's public affairs." The at-one-time-little-known-but-now-oft-quoted, old African proverb--"It takes a village to raise a child"--symbolizes the inclusiveness of the call. Partnership, linkage, and collaboration; volunteerism, community service, and servant-leadership have become its national lexicon. Books like Lappé and Du Bois' *Quickening of America*, Coles' *Call of Service*, and Etzioni's *Spirit of Community* have given it a scholarly credibility. And service-learning has become higher education's hopeful response to this call and its brave new paradigm for its learners and teachers.

The definitions for service-learning vary from higher education institution to institution, but all share the common bond of linking the academic curriculum to civic, social responsibility. Robert Coles perhaps best captures the essence of service-learning with his phrase "putting head and heart on the line." In other words, service-learning connects the classroom to what is happening in the community. It both recognizes and embraces the interdependence between education and democracy which Thomas Jefferson espoused throughout his writings. And it is reminiscent of the Greek notion of the educated individual as one of intellect and action, with Socratic reflection part and parcel of the educative process.

Service-learning demands that students and teachers alike rethink the whole education thing. It demands that we reconfigure the *how* and *why* and *what* of the teaching/learning process. It demands that we redefine leader, making her more inclusive for one, less hierarchical for another, and more personally committed for still another.

Let's face it: Service-learning is messy business. It gets us right down in the muck of our communities and challenges us to give a damn. It dares us to take a stand--whether the experience is in a shelter for abused children or an inner city elementary school, whether the "course" is existential philosophy or advanced calculus.

Service-learning takes us all out of the walls of democracy's colleges and puts us right in the middle of democracy herself. It makes us collaborate. It makes us think critically. It makes us reflective. It gives us real life experiences in the first person. It fosters an interconnectivity of purpose. And, with apologies to Robert Putnam, it prohibits our bowling alone.

Oh, to be sure, all is not sweetness and light for service-learning in the new millennium. There is still much selling for us to do--but more to each other than outside the academy. Questions abound. Debate is essential.

Of two things I am certain, however. First, service-learning is uniquely positioned conceptually to answer at least a part of the clarion call for civic renewal and a new model of leadership. Second, with their mission fixed so deliberately on community and service, community colleges are the ideal place for effecting model programs of service-learning. The two together constitute an important educational step in the cosmic dance with change I outlined earlier.

Published under the collaborative auspices of the Campus Compact National Center for Community Colleges and the Corporation on National Service, *Disciplinary Pathways to Service-learning* is the second monograph in a series on service-learning in the community college. It focuses on the experiences of community college faculty who have incorporated service-learning into the teaching-learning experience. The work chronicles the personal journeys of these teachers, providing intimate vignettes of the faculty and what attracted

them to the pedagogy of service-learning. It also offers epiphanic glimpses into the vital connections between the service-learning experience and disciplinary core principles and values. The essays end with practical musings on the logistics of the instructional strategy.

The world is indeed progressing a whole lot more quickly than it is evolving. My presidential hunch is that service-learning--particularly, community college style--will prove powerful force in better integrating the progress of our individual and collective life's journeys with their evolution.a

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Deborah M. DiCroce serves on the Executive Advisory Board for the Campus Compact National Center for Community Colleges.

How to Use this Monograph

David Droge, Ph.D.
University of Puget Sound
Tacoma, Washington

I begin with a metaphor borrowed from another domain; the movement to link community service with academic study is a kind of *collage*. As a work of art, a collage contains objects that have a double meaning: they originated in one context but have been incorporated into a new work. The educators whose essays comprise this monograph are combining a number of educational traditions into a new whole. They have found creative and engaging ways to bring course content to life by having students study that material as they encounter the world outside the classroom. At the same time, these educators' work reaffirms a central purpose of American higher education: preparation of students for citizenship and civic engagement. Finally, their work helps community colleges enact their mission of service to their local communities.

The essays in this monograph affirm the strengths of community college education--the emphasis on teaching as a means of unlocking students' learning, the desire to combine theoretical knowledge with practical wisdom, and profound respect for students' varying cultural traditions and learning styles. In his 1995 book *Dogmatic Wisdom* Russell Jacoby observed that community colleges are now enrolling more than half of all students currently attending college. Hence the work of community college faculty and staff will play an increasingly important role in shaping the postsecondary educational experiences of future students in the United States.

As educators committed to service-learning, these authors report their experiences with this pedagogy for the consideration of their peers. At the same time, this monograph helps document the early stages of a national movement which is still fairly young. The tone of the essays here reflects the passion for teaching, the dedication to discipline-based content, and the struggle for curricular integration of these authors. The tone of this volume was set in a workshop at the Campus Compact National Center for Community Colleges conference last Spring in Phoenix. At that session educators wrote their answers to three questions: What is your work? How is your work related to you job? How is your work related to your academic training? They discovered their service-learning experiences helped them connect their training, their work, and their jobs in a powerful fashion. We realized then that their personal stories were a vital part of the development of their service-learning courses. Although their styles vary considerably, each of the essays in this monograph is permeated with the personal narratives of the authors.

Hints for Readers

Different readers will find different sections of this monograph more immediately interesting and useful. Readers who are unfamiliar with the term "service-learning" are invited to begin with Sue McAleavey's outline of a "Theory and Rationale" for service-learning.

That essay, along with President Deborah DiCroce's Foreword to this volume, provides an excellent general overview of the importance and advantages of this pedagogy.

The second section contains essays that link service-learning to specific disciplines. Many of these essays come from an ambitious project at Kapi'olani Community College in the University of Hawai'i system. Read together, these essays speak to the power of institutional commitment and faculty cooperation in enacting service-learning. Specific courses, including some samples of course syllabi, are listed under each essay in the Table of Contents. These courses are identified to aid readers interested in specific fields or courses.

The third section contains essays describing the incorporation of service-learning into programs targeted for specific populations, e.g., students attending tribal colleges, non-native speakers of English, or students "at-risk" for leaving college before finishing their studies. To me this section is the most rewarding, because the work of the faculty and staff involved in these programs speak eloquently to the educational power of combining service with academic study.

The final section contains print resources, organizations, and a list of electronic resources for those seeking further information. Prepared by Gail Robinson of the American Association of Community Colleges and Maria Hesse of the Business Faculty at Chandler-Gilbert Community College, this section should help those readers who do not find their particular courses or programs described in these essays. In combination with the overview essays, the resources listed in this section should provide educators new to service-learning with a sense of the field.

Finally, I hope all readers will sample from a number of the essays in this monograph. Many of the suggestions offered would be of help to anyone designing a course which includes service-learning. As the compiler of this document, I have read each essay several times. I continue to be encouraged in my own work and my own job by the learning reported here. Both the students affected by these authors, and these educators themselves, live on these pages. I invite all readers to share in their work. I believe they have documented one of the most meaningful aspects of higher education in the United States in the 1990's.

I would like to close by expressing my appreciation and admiration to each of the people who contributed to this collection. I especially want to thank the staff at CCNCCC, particularly Lyvier Conss, Executive Director, and Terry Pickeral, Coordinator of Instructional Programs, for the opportunity to participate in this project.

Service-Learning: Theory and Rationale

Susan J. McAleavey, Director
Center for Public Policy and Service, Mesa Community College
Mesa, Arizona

1. WHAT IS THE DIFFERENCE BETWEEN EXPERIENTIAL LEARNING AND SERVICE-LEARNING?

Experiential learning denotes any learning activity that directly engages the learner in the phenomena being studied. Service-learning falls within the continuum of experiential learning.

However, one of the primary differences between experiential learning, as it is commonly known, and service-learning is that the focus of experiential learning is often on the benefit to students, whereas the focus in service-learning is twofold. Service-learning is reciprocally beneficial, with meaningful service being provided to the community and meaningful learning experiences provided for the student. "Service-learning programs emphasize the accomplishment of tasks which meet human needs, in combination with conscious educational growth." (Kendall, 1990, p. 40)

According to Kendall an effective service-learning program:

- Engages people in responsible and challenging actions for the common good.
- Provides structured opportunities for people to reflect critically on their service experience.
- Articulates clear service and learning goals for everyone involved.
- Clarifies the responsibilities of each person and organization involved.
- Includes training, supervision, monitoring, support, recognition and evaluation to meet service and learning goals.
- Is committed to program participation by and with diverse populations.

2. WHY SHOULD FACULTY PROMOTE SERVICE-LEARNING?

A. Service-learning enhances student learning

From John Dewey (1938) to Robert Coles (1990), the assertion is repeated: . . . one learns as well or better by doing as reading or listening. Education is not only a function of books, but a function of experience and **connecting** what one reads and hears with ongoing observation and experiences. Service-learning is a particularly appropriate pedagogy, therefore, for courses that have performance skills or social awareness components which are best developed through participation.

As faculty we seek to influence our students; we do not want simply to give information. Service-learning provides a vehicle to effect change because it readily engages the emotions and spirit, which is much more deeply motivating. Add to this engagement a reflection component, which is a crucial part of service programs, and the learning can be guided and integrated into coursework with assistance from the professor.

Research on the benefits of experiential learning to students has been well documented. In comparison, research on service-learning is in its infancy, but the evidence is consistent with past research on experiential learning. Benefits of service-learning include the development of higher thinking skills, understanding problems in a more complex way, a more motivated and inquiring attitude toward education, learning and the world, plus the additional benefits of continued community involvement and a heightened consciousness of citizenship. Also, the hope is that the student will take away with him or her the motivation to seek out more information independently, and in this way educators can also promote life-long learning.

Service-learning faculty and staff can also testify to the heightened interest in, and more meaningful and sustained learning of course material (Gray, 1996; Campus Compact, 1994; Boss, 1994; Giles and Eyler, 1996; Campus Compact, 1995). Roger Henry, director of Brevard Community College's Center for Service-Learning reported "about 90 per cent of students say that their service-learning experience was as valuable or more valuable to them than their classroom work (Willis, 1992, p. 36)."

Additionally, as the body of research grows on the importance of addressing different learning styles among our students, we know that the paths to knowledge are diverse (Duffy and Jones, 1994). Service and experiential learning provide a framework whereby varied learning styles can be accommodated (Kolb, 1984). New research possibilities may emerge from students' ideas and research, and new ideas can be developed for use in the classroom (Willis, 1992).

B. It promotes a sense of civic responsibility among students.

Service-learning can be a vehicle to greater community participation, and as Ben Franklin put it, "We want to develop in young people an inclination joined with an ability to serve one's friends and family." Ben Barber (1992) claims that we are born free but we are not born citizens, and that educators need to teach effective participation in a democracy.

The California Policy Center for Higher Education (1993) concluded that amidst the clamor and furor over lack of funding a more immediate problem is the need for new, coherent and comprehensive policies to be articulated in colleges and universities. This includes the fact that **an institution has a responsibility to the community from which it is funded**. Many college students' education is supported by tax dollars from varied sources, with the support often equaling 80% of college costs. Service-learning can thus be viewed as also giving back a little.

Similarly, Ed O'Neil (1987) notes that institutions of higher learning must begin to recognize civic education as central to their purpose which " . . . **requires the opportunity for the practice of skills in the public realm**" (p. 200). Service-learning can provide this opportunity.

Once students are given the opportunity to participate in the community in a meaningful way, research indicates that they frequently continue to engage in volunteerism and social activism (Gray, 1996). Furthermore, service-learning demonstrates that intellectual challenge and the exercise of concern need not be regarded as rivals (Willis, 1992).

3. DO SERVICE-LEARNING ACTIVITIES DETRACT FROM THE RIGORS OF CLASSROOM/LABORATORY LEARNING?

These learning activities should complement each other. Service-learning requires us as faculty to somewhat relinquish the notion that the only worthwhile academic pursuit happens in the classroom. It frequently requires more time and energy of the student than literary research. For example, time spent volunteering, journaling and reflecting can be perceived as quite rigorous by the student, especially as the experience can be emotionally draining even as it is rewarding. The fact that the student may find this process more fun or even frustrating than pure literary research does not take away from its academic value. Indeed, the service experience should be combined with reading around the subject area.

While sensitive to the issue of service-learning watering down the academic content, research indicates that if we focus on giving credit for student learning, as opposed to memorization and repetition of information, our teaching will be enhanced (Resnick, 1987).

4. WHY IS IT IMPORTANT THAT SERVICE-LEARNING BE INCORPORATED IN THE TRADITIONAL CURRICULUM?

As the level of interest in and sense of urgency about community and public service grows greater every day, educators are grappling with what they often perceive as student apathy and mediocre academic performance (Roueche, 1993). If properly implemented, service-learning can provide an effective response to these concerns, especially since it offers opportunities that cannot be obtained in any other way (Boyer, 1987).

Warren Bryan Martin (1977) poses the question "if human passions are to change . . . (in order to address the needs of a turbulent society) . . . **how** can our passions be changed? The answer is . . . **Certainly not by lectures**. Just as creativity requires more than studying examples of creativity, **so the practice of judgment, magnanimity and other ideas requires opportunities for students to practice these virtues. Providing these opportunities deserves the attention of all faculty members and administrators"** (pp. 199-200).

Do we want our students to leave the classroom with motivation to continue their learning, with more skills to apply and contribute to society? Do we wish to seek ways to touch our student's pre-formed attitudes and to have them question such attitudes in light of new information? If so, service-learning can expedite that process of personal as well as academic development by inculcating the habit of thoughtful reflection. "Thinking begins in what may fairly be called a forked-road situation; a situation which is ambiguous, which presents a dilemma" (Dewey, 1938). It is much harder to replicate a forked-road situation in the classroom, and theoretical dilemmas are not generally as motivating. By placing our students in circumstances where they are inspired to ask the question "why?", we are building a student body that may find more meaning and pride in their course work.

Furthermore, both the structure of knowledge used and the social conditions of its use may be more fundamentally mismatched than we previously thought. Studies show that the general, widely usable skills and theoretical principles which schools aim to teach are not

always relevant to the situation-specific competencies needed in the world of work, and this pedagogical practice often avoids ethical issues, (Resnick, 1987). For example, Ernest Boyer (1987) noted that physics students at Cornell cannot relate what they learn to the outside world, which can bring serious consequences. Service-learning can promote connections between students' learning and the applications of that learning in the real world, with all of its moral and ecological implications.

More specifically, do we want our classes to have relevance for students' futures in the world of work? Social skills are highly valued in the workplace. John D. Rockefeller (1907) stated that he would pay more for the ability to deal with people than any other ability under the sun. Service-learning can contribute to students' recognition of the importance of getting along with others and can enhance the skills to do so. Students often must step outside their comfort zones when they engage in service which, combined with reflection, contributes to greater self knowledge and personal growth (Delve *et al*, 1990). Service-learning is thus a process that links college, work/community and personal development.

5. HOW CAN I INCORPORATE SERVICE-LEARNING INTO AN ALREADY CROWDED SYLLABUS?

If as faculty we are prepared to relinquish some control and focus on student learning rather than our teaching, service-learning will become less of a competitor for valuable instructional time and more of a tool to enhance learning. By implication, our "already crowded syllabi" may be making several assumptions that are actually at odds with what most faculty want students to learn from a college education, such as self responsibility and critical thinking skills. As Tim Stanton (1987) points out, if we focus on information delivery we place students in a passive role, and consequently they may lose the ability to formulate theories and think independently.

In order to *make* time for service-learning, we need to establish our priorities as educators. The extent to which we embrace service-learning may reflect the extent to which we value experimenting with a new form of teaching to facilitate learning. It may also reflect the extent to which we are willing to demonstrate our commitment to community and to educating for democratic participation. In other words, we must sacrifice some class time for learning activity that will ultimately get us more of what we want.

The majority of faculty who try service-learning are immediately gratified by students' responses. This gradual building of confidence will result in transformed classrooms which effectively combine service, reflection and course material. Service-learning faculty learn to trust a process which gives students more responsibility for their own learning, yet institutes a structure of accountability for the quality of work. Combining course material with service experiences takes time to develop, but there are many prototypes and sample materials currently available (see answer to Q.7 below).

Many experienced service-learning faculty believe that if we are to see service-learning as compatible with classroom instruction, we may have to move toward the notion of "service as text" (Morton and Battistoni, 1995). This would entail making substantial

service-related substitutions for traditional class texts and the chapter-per-week format of many college classes. Even for those faculty sympathetic to this notion, this could not, and should not, happen overnight. A well-integrated service-learning classroom has had many semesters of experience, community partnering and planning put into it, and, as with teaching in general, will always be a work-in-progress.

6. HOW DO WE EVALUATE STUDENTS' PROGRESS IN SERVICE-LEARNING?

In theory, in order for service-learning to be an educational experience it must meet the criteria of all methods of educational delivery: (1) Measurable objectives must be part of the learning plan, (2) appropriate activities or experiences must be identified to effect learning to meet the objectives, and (3) the learning must have a certain economy of time and effort in order that the great variety of "things" that must be learned can be considered.

In practice, evaluation tools include a learning plan, students' journaling, or an equivalent measurable reflection activity, an integrative paper or papers and contact with the site supervisor. Teaching students how to "read" their experiences and theorize about them in the context of discipline-based knowledge may require a shift in emphasis from learning outcomes to learning as a process. Learning objectives may, therefore, need to be re-defined in terms of a continuum. With this in mind, intended outcomes (those learning objectives which were predetermined and planned) must be continuously evaluated against the realities of the service experience. A learning plan should also reflect academic content commonly found in the discipline offering the course, as well as address more practical student and site personnel expectations.

For many faculty, individual student accountability takes the form of journal writing or an equivalent, which is monitored for inductive reasoning and depth of responses to the experience and perhaps to structured questions posed by faculty. Many service-learning faculty require a weekly writing activity, connecting students' service experience to concepts in a specific chapter of a text or article. Other faculty combine individual reflection with regular structured class reflection activities. Integration can thus be part of ongoing assignments throughout the semester or can take the form of a final paper or presentation (e.g., skit or song).

Another important component of evaluation is information received from the site supervisor or community partner, such that supervisors' comments can become part of the grade assigned. Faculty or a service-learning coordinator needs to be in contact with these community partners as the semester progresses, and care needs to be taken that the latter know who to contact should any problems arise.

Important considerations in evaluation include clarifying to students where instructor emphasis lies with respect to the service per se and the demonstration of learning. Thorny issues can arise in certain situations, e.g., where students do an outstanding service assignment per the site supervisor but perform poorly in terms of demonstrated reflection and learning . . . or vice-versa. How then does the faculty grade? In order to avoid such

confusion, written communications to students need to clearly delineate expectations and grading criteria.

7. HOW CAN I PREPARE FOR THE DEVELOPMENT OF SERVICE-LEARNING INTEGRATION?

In the past few years many written materials have become widely available to assist faculty in implementing service-learning. The American Association of Community Colleges (AACC), has many resources, including a service-learning bibliography, Internet references and current research on community college involvement in service-learning, (see **Resources**). Campus Compact National Center for Community Colleges (the Center) offers technical assistance and resources to advance service-learning on community colleges. The Center provides resources through its Web site (http://www.mc.maricopa.edu/academic/compact/) and recently published three sourcebooks on service-learning integration models, campus-community partnerships, and disciplinary pathways to service-learning. The Center has also implemented *The Faculty Role: From the Margin to the Mainstream* project that mobilizes service-learning faculty to work with community college campuses in select geographic regions. The Center also sponsors an annual conference specifically for community college faculty, administrators, students, staff, and partners.

If you are a lone voice on campus, find a like-minded colleague for support, and if possible, partner with a staff member from student activities who already has linkages with the external community. Identify other faculty who practice some form of experiential learning already, who volunteer themselves, or who practice collaborative learning. These faculty are more likely to be your allies. Lobby for at least one person to become responsible for helping others to coordinate service-learning programs on campus. Part-time faculty are frequently interested in helping to pilot and coordinate service-learning programs, which incurs minimal costs to the institution.

Finally, give your senior administrators literature on established service-learning programs at other community college campuses which document their successes, including the wider benefits of closer partnering between college and community. If your campus is not a member of AACC and CCNCCC, encourage your president to join, drawing attention to the benefits outlined above, plus grant and mini-grant opportunities to help launch fledgling service-learning programs.

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Business and Management

Sharon Niblock, Chair
Business & Management Department
Norman Kilgore, Program Coordinator
Spokane Community College
Spokane, Washington

Ours is a combined "story" as to how we became involved with service-learning/volunteer experience. The original idea came from a roundtable discussion among all of our business and management faculty, who asked whether a volunteer component could be added to our program curriculum. The consensus was: Why not try!

As the department chair, I assumed the responsibility of writing a Campus Compact grant; we received $3,000 to proceed from an idea to implementation of a credit Supervised Volunteer Experience class. The Campus Compact grant provided us with the "seed" money we needed to develop, implement, promote and pay a faculty salary during the start up stage. We also received encouragement and strong support from our administrative staff as well as our own business and management advisory committee members. Together we did it! Norm Kilgore was the natural person to coordinate our students' experience of giving back to the community. His personal pathway follows:

I came to be involved with service-learning almost by accident. The business department of Spokane Community College was brainstorming various ways to help our graduates better integrate into the business community. Businesses expect their employees, especially managers, to have an involvement in the community as part of their corporate citizenship goals. Out of our work came first the concept of required Community Service (which was scrapped because of its negative connotations) and then the concept of Supervised Volunteer Experience.

My involvement stemmed from several things in my background: (1) I had 34 years of industry experience prior to joining the SCC faculty; (2) I was currently coordinating the department's Cooperative Education endeavors, and (3) I was, and still am, adjunct faculty and therefore had the time to create and launch our program.

I also have a long history as a corporate volunteer for the Boy Scouts, Camp Fire Girls, United Way, and Little League baseball, as well as a huge amount of volunteer work for my church--which incidentally resulted in a papal medal for me, a medal of which I am very proud.

To make community service available to all of our business students, the Supervised Volunteer Experience was added to our core curriculum for general business, marketing and management students. It is also available to all students on campus, regardless of their discipline. Two area senior colleges, one public and one private, agreed they would accept the credits as valid transfer elective credits, since both schools are involved in encouraging students to volunteer in the community.

Disciplinary Pathways to Service-Learning

Our service-learning is not curriculum based. Rather, it is founded on a concept that we all have an obligation to give back to our community--that we can't go on being "takers." When Dr. Terrence Brown became CEO of the Community Colleges of Spokane in 1987, his inaugural address to the faculty and staff included his wish that "every student who graduates from our colleges could give 40 hours of service back to the community." In part, the efforts of the business department are helping to make that wish come true.

In the department we found that we could be creative and work well as a team as we designed the class; it has given us a "commonality" which we have enjoyed. Supervised Volunteer Experience in the Business and Management Department has these key features:

- Variable credit is awarded for hours of approved supervised experience (33 hours equals 1 credit up to a maximum of 3 credits).
- The grade is pass/fail to avoid grade inflation.
- All business and management students are required to earn 1 credit; any student on campus, however, may enroll.
- The class is designated "open enrollment" so students may enroll even though the quarter is in process.
- The faculty salary is based upon a formula so that the class is literally a "go" if even only one student enrolls.
- The volunteer experience is documented with credits and grade earned on the student transcript.
- Under our funding system, the class generates FTE revenues for the college.
- It's a win/win situation for the student, the college, and the community.

We have learned that we are one of only a few business departments in the country to have a service-learning/volunteer component within our curriculum. We are very pleased and gratified to have had the opportunity to offer it to our students.

As Norm and I have become more and more involved, we have deepened our commitment to the benefits derived when our students contribute back to our local community. Our desire is that students become so engrossed that they make volunteering a long-term, regular activity in their lives.

Disciplinary connections

Our students are allowed great flexibility when selecting the site at which they will do their volunteer experience. Some choose non-profit or governmental agencies because they think the experience will be fun as well as benefiting the community. For example, students have chosen to walk dogs at our local humane society because they love animals; others have chosen to be part of community centers because there is a great need for volunteers to work with children.

Others have chosen the site to help them make decisions regarding their own career goals. One student thought she would enjoy working with elementary school children, so she chose to volunteer as a teacher's aide in an elementary school; she became so excited about education that she wanted to pursue a teaching degree. However, realizing that she needed to

help support her family, she accepted a paid teacher's aide position when an opening occurred.

Other students have chosen sites for specific business work experience. If a student is unsure which area of business to enter (because the field is so broad), we encourage the students to begin to focus on business areas which match their interests, skills and goals. One male student volunteered at the Girl Scouts assuming office management responsibilities; this background served him well when he graduated and entered the work force. One student who had been home raising children with no actual business work experience volunteered at Hospice where she received excellent recommendations because of her newfound computer and bookkeeping skills. She was able to transfer those skills to a paid position when she left Spokane Community College.

As our volunteer experience class has evolved, we are also encouraging students who have no business work experience or little current business work experience to select a site where they can gain marketable experience. Our local community has many educational institutions out in the business community vying for internship, cooperative education, and service-learning/volunteer sites. Most business organizations either cannot afford or are not willing to pay every student who needs current work experience. However, we find that business organizations are very receptive to using student volunteer help.

Students sometimes receive bonuses after having completed their volunteer work; these bonuses are offers to stay within the non-profit or governmental agency in paid positions. Those kinds of offers are definitely motivating and confidence-building for the student, as well as great public relations for our department and college.

All of our Supervised Volunteer Experience students do reflection as part of the exit interview conducted by our coordinator, Norm Kilgore. The students learn much about themselves after the experience and become much more aware of some of the problems facing our local community. With the coordinator's help they try to develop solutions.

In an informal Spokane business community telephone survey regarding the importance of including volunteer experience on job applicant resumes, I learned the following:

Some companies in Spokane definitely want their employees to do volunteer work (once employed) because it is good public relations for the organization--and gets their company's name out into the community.

Volunteer experience on a résumé provides a picture of the job applicant--commitment, inner growth and high initiative--traits desired by organizations.

Some interviewers are asking behavioral-situation questions, and volunteer experience can provide examples to answer those questions.

One human resource person stated that his particular organization doesn't care if the job applicant has paid or unpaid (volunteer) experience as long as it is experience that can benefit the company.

Practical considerations

Presently Spokane Community College does not have a campus volunteer center. During the last school year the college established a task force that worked on vision and mission statements for experiential learning, including service-learning/volunteer experience. The college structure for experiential learning includes an administrator, a campus-wide faculty coordinator, classified staff personnel, and individual department/division coordinators who oversee the broad based experiential learning.

Within our current structure, our Supervised Volunteer Experience class stands alone. Our budget and support staff fall within the Business and Hospitality Careers Division, specifically in the Department of Business & Management.

For accountability purposes, Norm Kilgore has developed the following forms to provide the audit trail for students before the Pass/Fail grade is assigned:

Supervised Volunteer Experience Request
Course Syllabus
Volunteer Experience Learning Agreement
Volunteer Experience Student Evaluation
Volunteer Experience Agency Evaluation
Volunteer Experience Assessment

For copies of these forms please contact Norm Kilgore at (509) 533-7347 or FAX at (509) 533-8059. Feel free to contact him if you have questions regarding procedures. If he should be unavailable, please contact Sharon Niblock at (509) 533-7342.

We are fortunate to have a good working relationship with our non-profit and governmental agencies, due in part to our coordinator making at least one site visit every quarter and phone contacts when needed. Obviously, good communication is a key to the success of our program.

Practical considerations from the coordinator's viewpoint:

- *Logistics of instructional strategy*: We have no campus volunteer center as yet. All of the linking takes place one-on-one with the coordinator and student.
- *Evaluation*: Still considered work in progress. The exit interview reflection form has been revised several times and will probably continue to be revised as new concerns arise.
- *Community contact*: Initially, a letter was sent to some 60 hand-selected non-profit agencies that appeared to be able to benefit from unskilled volunteer help (unskilled in terms of knowing in advance what the agency does). Skilled students are placed more intentionally; for example, if a student has computer skills an effort is made to place them with an agency that has office needs. Also, the coordinator had a chance to speak to a group of agency volunteer leaders. This helped spread the word. Additionally, our college has sponsored an agency fair the last two years. The coordinator personally talks with every agency representative. Community reception

has been marvelous. Other agencies are now calling in and writing to get on our list of places.

- *Site selection*: Service-learning assignments are made partially on the basis of students' interests and partially on the coordinator's desire to give them a broad exposure to the community. If someone has been volunteering for his or her church, this is not an acceptable assignment for our program. The need here is to get the students into new environments which stretch their comfort zones. New environments are more stimulating. Students are informed up front that whatever their assignment is, it has to be a "match"--that is, they have to be satisfied, the agency has to be satisfied, and the coordinator has to be satisfied. Lacking any one part, a new site is selected. Students also have to make an appointment and go through an interview at their proposed placement site.

To the future:

In August, 1996, Spokane Community College learned that we have received an AmeriCorps grant through Washington State Campus Compact. The following goals of our grant will expand our experiential learning opportunities for students--specifically volunteer and service-learning.

- We hope to create a 1-credit service-learning class for liberal arts students. The component can be added to a specific liberal arts class; e.g., Sociology. Students enrolled in Sociology for 5 credits have the option to register for the 1-credit class and gain service-learning experience in the community.
- Professional/Technical students will have the option of enrolling in Supervised Volunteer Experience.
- All students participating in our service-learning or Supervised Volunteer Experience classes will be given a certificate for documentation purposes used particularly when going for job interviews.
- A data base will be set up to track employers, agencies, students, hours worked, etc.
- An advisory committee will be established made up of local agencies, faculty, students.

We have learned that here is no one right way to introduce students to service-learning/volunteer experiences. Start with an idea that fits your college and its students; get started; seek grants or funding; constantly evaluate; let what you've started evolve. You will be glad that you took the time and energy to help your students discover service-learning/volunteer experiences. It's a win/win situation for students, for colleges, for the community.

Local Stories Local Style: Service-Learning and Composition

Irena Levy, Language Arts
Kapi'olani Community College
Honolulu, Hawai'i

Every time I observe my culinary arts students at work in their labs, I'm envious. As a writing teacher, I want all of my students to experience the connection between theory and practice, concept and application, that I see occurring in culinary education.

Students in writing classes need real reasons to write, content and readers that are meaningful. Through sequenced thematic assignments, I have had some success in giving students something to write about and real audiences for whom to write. Classmates, friends, family, experts in the field, even the Dean of Instruction at Kapi'olani Community College, have served as intended readers of my students' essays.

Opportunities for experiential learning were rather limited for liberal arts students, until Fall 1994 when principal investigator Bob Franco brought a service-learning grant to our campus. On one occasion while visiting my students, Bob told them about service-learning: "You'll take what you're learning and practice it, use it to help others who want and need it. You'll connect what you're learning to serve our community." My students were encouraged by Bob's words. Their effect on me was epiphanous: I felt instantly that service-learning would bring my students closer to the connected learning I observed in culinary education.

This narrative traces the successes and pitfalls my students and I have since experienced through service-learning and discusses the relationship between experiential learning and local pedagogy, a focus of my work as a community college educator.

One Way of Serving

I first offered a service-learning option in Fall 1995 to students in my introductory and transfer level composition classes. I created a one page handout in question-answer format describing the option and its requirements. To earn credit, students needed to (1) provide 25-30 hours of service; (2) complete a weekly reflective log; (3) attend training and supplementary meetings or workshops; (4) use their service-learning experiences as the basis for their research projects due at the semester's end.

Students could select virtually any opportunity listed in the Service-Learning Opportunities Book compiled by our service-learning coordinators. These coordinators have created extensive links to community agencies, and in lieu of a volunteer center at Kapi'olani, the coordinators distribute the booklet to every participating faculty member. Students or their teachers make the initial contact with the service agency. The coordinators are available for consulting with faculty both individually and at meetings held throughout the semester.

Ten students in Fall 1995 chose the service-learning option. At first I was disappointed that only 9% of my students would select service-learning, despite knowing

that, like most community college students, Kapi'olani students have "a lot on their plates." As it turned out, I couldn't have adequately worked with more. I individually conferred with students to help each choose a service site, called agencies as needed for more information, and advised students regularly on their projects.

Most students helped elementary students learn English, provided care to elders and respite to their families, or tutored in our learning center or other classes (at Kapi'olani, on-campus service is a legitimate option).

Because of the diversity of students' activities, I used "literacy" as the common theme to bring students into dialogue with one another and to focus their written reflections. Students weekly wrote responses to one of several generic questions, including, "How did you use your literacy (reading, writing, speaking, and listening) this week to assist your clients meet their goals this week?" I also customized log prompts throughout the semester, depending on the student's service activity and issues or challenges raised in previous logs or conferences.

As the semester progressed, I especially liked the new context in which students and I were talking: real people, real situations. Even mundane operational problems offered new opportunities for talking and problem solving. Students, of course, liked the service option; they knew they were doing something useful and earning course credit for it.

But I also sensed that the connections students were making between learning and serving needed more visibility. From my conferences with them and by reading their reflective logs, I noted that students were focused on the service but relatively unconcerned with how specific writing competencies were developing or were enhancing service. I believe this is not unusual for students enthusiastic about experiential learning, but for me, the interaction between serving and learning is a critical variable in defining a valuable service-learning experience. I consider it the instructor's responsibility to create the conditions by which students see the connections between learning and serving.

I also wanted to integrate the service-learning option more carefully within the assignments, themes, and issues underpinning the transfer level course, which explores multicultural ways of knowing: oral and written traditions of language, home and school literacies, critical and creative writing. These are issues important in a multicultural writing course, critical for Hawai'i's local students, often Hawai'ian Creole speakers who bring multiple literacies to college that "school" literacies resist. Further, my work in our college emphasis on Asian-Pacific education led me to question the agency-centered structure of service-learning as opposed to other structures of service traditionally practiced in the Pacific. Using oral histories as a departure point, I began to design a service-learning project foregrounding these issues.

Another Way of Serving

While I was designing the project late in the fall semester, a friend passed away suddenly. He was the father of a family who many years earlier had "adopted" me. One of the first memories I recalled, after learning of his death, was a trip to the island of Hawai'i to visit his childhood home. I remembered the specific spots in Wood Valley he pointed out: the family's first house, the path to school, the mountain apple tree. And from that

remembrance came a flood of stories he had told me, usually late at night at the kitchen table: his bitter experiences of early schooling, his encounters with *obake* (ghosts), work in the cane fields, the early years of his marriage. Although I didn't record enough, some of his stories I did write down as fictions, reading them aloud to friends and students. I think I was privileged to his stories because I was a good listener; I wanted to know his past, and we already had an established connection. His story telling helped us to know one another better, I think, because it was also his way of teaching me, an outsider to Hawai'i, something of second generation Japanese life on Hawai'i's plantations. His storytelling was a powerful way of knowing.

Surrounded by these memories, I developed a multigenerational story telling project for service-learning. As designed, students make regular visits with elders in transition who want company and enjoy conversation. In the course of their acquaintance, students "capture" detailed stories from the elders. Students then re-create in writing one of the stories, as if it were fiction. They also add formal research to establish the historical context and in a narrative frame acknowledge the elder as the source of the story. The resulting stories are subsequently available to service-learning students opting to perform or read aloud for a younger audience.

The project, first offered in Spring 1996, meets the following course competencies in expository writing:

- make accurate and insightful observations;
- discover, gather, and select information;
- organize ideas and evidence according to purpose and audience.

It also promotes the connections to language issues raised in the course: the use of local voices and dialects, the shifts from oral to written to oral retellings, and the conscious blurring of fact/fiction and critical/creative modes. Through narratives are passed on the stories of Hawai'i's elders to younger generations who, because of changes in families and social structure, may not otherwise hear such stories or learn the history behind them.

One of the first pitfalls was budgetary: The agency providing me contacts with elders closed without notice, and I had to establish new connections. The delay reduced the number of participating students during the first semester.

To date, the project's outcomes reveal themselves best in the experiences of Crystale Engle, one of five students who participated during Spring 1996. A second semester freshman with a career interest in teaching, Crystale has a strong service ethic. She had completed service-learning projects the previous semester in my introductory composition class and in one of Bob Franco's anthropology courses. Previous assignments in narrative and observation provided some basics for Crystale's work.

Crystale was paired with Mrs. G., a resident of an elder care home in Palolo Valley, a target district of Kapi'olani's service-learning project. Crystale visited Mrs. G. two or three times weekly for several weeks. As their acquaintance grew, Crystale learned that Mrs. G. had been born and raised in Haleiwa, a former plantation town on Oahu's north shore where Mrs. G.'s family ran a small vegetable store. Interested in this history, Crystale focused on Mrs. G.'s early years to collect her stories.

An early and constant challenge for Crystale was the lack of detail and specific stories Mrs. G. offered about her childhood in Haleiwa. Despite her planned follow up questions, Crystale continually noted this problem in her reflective log and in our conferences. I had not anticipated this pitfall; in my experience, elders have a rich repertoire of stories to share. Although we had carefully articulated our project to our agency contacts, we concluded that the care home may have had other motivations for pairing Crystale with Mrs. G.

Working with these givens, Crystale began bringing her young daughter along on the visits to stimulate Mrs. G.'s interest. The presence of a young child indeed increased Mrs. G.'s active involvement in the visits but did not elicit fuller stories. At one point however Mrs. G. mentioned the Haleiwa Hotel where she had played as a child. Unaware of the hotel's existence and curious, Crystale decided to build a story around Mrs. G.'s family store and the hotel, using the elder's narrative fragments as plot incidents and clues to Mrs. G.'s childhood character. To learn more about Haleiwa Hotel, Crystale conducted research at college libraries and the Bishop Museum.

Several weeks later Crystale read a draft of her story, "Running in Haleiwa," to several of my students attending a supplementary writing studio. Significantly, students responded that her story sounded like the stories in *The Speed of Darkness*, a local collection by Rodney Morales, assigned for the course. Crystale confirmed that she had used the Morales stories as models for her own writing. To the enjoyment of her class, Crystale performed this story at semester's end. I encouraged her also to read the story to Mrs. G. and her family. Crystale planned to revise the story again and to continue her visits with Mrs. G. "Running in Haleiwa" is one of several stories now available to my students who choose performing and reading with elementary school children as their service-learning projects.

Crystale succeeded in many of the project goals, both intended and unexpected. First in her reflective logs and our discussions, Crystale wrestles with several issues of language as she shaped and revised her story. Among these was the correct use of written Hawai'ian Creole English and words from other languages in the story. She also explored narrative points of view and plot structures to weave accurately what she had learned about Mrs. G. and Haleiwa. For example, Crystale had recorded this autobiographical fragment in her reflective log:

> "She said that her father was strict and they used to sneak out of the house when their father wasn't there to go to the movies. Then they would sneak back in. I asked her where she got the money from and she said her mother gave it to her. This made her remember that she used to steal money from the register to buy candy."

In "Running in Haleiwa," Crystale transformed this fragment into first-person fiction:

> "... I snuck behind the counter, keeping an eye on Mama. My fingers slowly crept to the cash register, felt some change, grabbed it, and quickly retreated. I skipped out the door like nothing had happened. Both my fists were squeezed tightly

> holding the money. As soon as I was out of sight, I ran towards the... candy store."

Through the library research Crystale also learned more about plantation life, a critical period in Hawai'i's history, now less and less accessible to our younger generations. In the narrative frame acknowledging Mrs. G. as the story's inspiration, Crystale provides a brief history of Haleiwa: "... a very popular Haleiwa Hotel where Seaview Inn now stands. The hotel was built in 1899 and with it came a special railroad extension..."

In reflecting on Crystale's experience, I am most impressed by the interaction between learning and serving in a culturally appropriate way. Crystale uses her observing skills to "follow" the elder instead of insisting on capturing complete stories, an original stipulation of the project. Exemplifying local ways of relating across generations, Crystale brings her own culture to service-learning when deciding to include her daughter in visits with Mrs. G. People of Mrs. G.'s generation are especially at ease around very young children. In changing the social structure of those visits, Crystale enhanced the experience for Mrs. G. and others at the care home.

In her logs, Crystale writes about the present and future conditions of elders in Hawai'i. In one of the most poignant moments she reflects on the relationship she is forming with Mrs. G.

> "On my next visit to Mrs. G., she asked me where my daughter was. I told her I was sorry and I didn't bring her because I was going straight to school after. She said that she made cookies for her. I thought that was so sweet, and I felt bad because it was like she was waiting to see my daughter more than she was waiting to see me."

What Crystale and I first thought was a serious weakness in the project--the lack of complete stories to record--actually became a strength. It challenged Crystale to work deeply with important issues of writing. She used her resourcefulness to make Mrs. G. more comfortable and active. In that sense Crystale's project achieved a local style of serving I could not have anticipated.

Crystale's experiences with Mrs. G. have helped me to revise my service-learning project. It is a demanding activity which may attract only the most confident students. Some stipulations of the original project are relaxed to accommodate the range of elders students may encounter. In addition to agency contacts, students can connect with elders through friends or extended families. Other extensions of the project include collecting stories from different populations; with Kapi'olani's increased focus on HIV/AIDS, people residing in hospice may be another source of stories. With an increased number of students and elders participating, an ongoing opportunity to reflect in community, also a feature of local style, will be available to students.

As a form of experiential education, service-learning offers a balanced interaction; ideally, students and elders in this project benefit equally. As a pedagogy, hopefully suggested in this narrative, service-learning benefits instructors by its compatibility with

specific issues they wish to emphasize in their courses. Like writing, service-learning presents the opportunity to reflect recursively on the whole course and its effects on students' learning. And that is a powerful way of knowing.

Syllabus
English 100
Composition

"The desire to write grows with writing."
-Erasmus

Irena M. Levy

Course Description

Welcome to English 100. This course offers opportunities for developing critical reading skills, analyzing expository essays, and practicing writing for various expository purposes. The course emphasis is on critical thinking, principles of effective organization, and elements of effective written communication.

General Course Philosophy and Expectations

This course assumes that, regardless of topic or purpose, all meaningful writing is a creative act involving exploration and insight through language and imagination. Therefore, real writing happens when a writer discovers what to say and how to say it; there are no rigid formulas. Sometimes, confusion and difficulty are normal feelings in the process of creation.

In this course it is expected that writers will continuously shape and revise their writing, using their uniqueness to meet each writing situation. When writing to communicate, good writing is an appropriate response to the specific writing situation. Creativity and communication are nurtured when writers write for themselves and for real readers. This English 100 course is structured as a workshop, not a lecture course, so success is based on every writer's commitment and effort. As a writer, your work is to actively participate in your learning by conscientiously practicing writing, completing reading assignments, being prepared for class, working actively with others, and submitting all formal assignments and homework regularly.

Because peer responding is a regular feature of this course, students come to rely on their writing groups for important feedback throughout the writing process. Responding to another's writing is a generous act which helps readers and writers. I will show you ways of giving and getting meaningful, constructive, and non-threatening responses. To create a

positive writing environment, we will practice the values of our host culture: kuleana, lokahi, and malama. I will explain these terms early this semester.

As your writing instructor, my work is to facilitate the development of your writing. In English 100 I like to serve as a coach, responding in ways that move you forward toward each graded draft. Forms of assistance include: responding to your writing in progress, conferencing, giving specific suggestions where relevant for improvement, informing you of your grade in progress, and praising your strengths.

Course Goals and Competencies

The purpose of this course is to assist you to write informatively and persuasively for academic and professional purposes. My goals for you as writers include: increased confidence in your writing; increased ability to assess a new writing task; discovery of a successful writing process reflecting your uniqueness.

Upon successful completion of this course, you will be able to demonstrate your ability to write clear, correct, and concise university-level papers, including the competency to:

1. Make accurate and insightful observations (from experience, conversation, and readings).
2. Discover, gather, and select information.
3. Use the library to find source material when appropriate.
4. Limit and develop a subject.
5. Make valid generalizations and inferences to generate and support a thesis.
6. Abstract ideas from and evaluate the strengths and weaknesses of written materials, professional and/or peer.
7. Use the writing process to clarify ideas and develop new perspectives.
8. Organize ideas and evidence according to purpose and audience.
9. Evaluate one's own writing, considering purpose, audience, and tone.
10. Revise as necessary to improve unity, support, and organization.
11. Edit and proofread your own writing for Standard American English.
12. Work successfully in groups to build your skills in language and teamwork.

Service-Learning Option

In this course you may substitute formal assignment #4 (the research paper) for a service-learning option. A national movement, service-learning encouraged students to serve their community by using what they are learning in their college courses. I hope you will participate in the service-learning project; details are coming to you in a separate handout.

The Service-Learning Option in English 100

What is it? In Service-Learning, you use what you are learning in a course to serve the nearby community in some way. For our course you will collect stories form someone, and you will re-create one of those stories in writing. This activity connects to language and literacy in oral and written forms.

Who is involved? You may be paired with an elderly resident of Honolulu, a medical patient, or someone else who has valuable stories to share.

Where and when? Once you have been paired, you will arrange hours and days. You should expect to put in 10-30 hours during the semester meeting with the storyteller and writing up at least one collected story. Campus meetings and workshops related to the Service-Learning Project will require additional time.

How does Service-Learning give me credit in my English class? To complete a service-learning project, you will

1) Meet regularly with your partners between 10-30 hours this semester, and write down the stories s/he shares with you; complete weekly a reflective learning log about your visit. If you complete this part with quality, **you receive 25 bonus points for this activity.**

2) Using the collected stories, and a little library research, you will re-create in writing one of the stories your partner shared with you. You will write up this story for a new audience--perhaps elementary school children, the family of your partner, or perhaps your classmates. The written story will be printed in a booklet for future use by other Service-Learning students. **This story substitutes for the I-Search research project** required in our course.

Why should you participate in service-learning? By volunteering in service to the community, you will be applying the skills you are building in English 100 to real life contexts, on behalf of people who need those services; you will make more connections to your learning, and it will be more meaningful to you. You may discover new skills and talents in yourself formerly unsuspected. You also will learn something more about the community. You will be healthier than people who don't volunteer (there's research on this). You will feel good about yourself.

How do I find out more about Service-Learning? Meet with me soon in my office. I can offer only 5 students this Service-Learning option. I look forward to discussing this learning option with you!

Service-Learning Component of English 100

Robert Coles, noted professor, psychiatrist, and writer, defined Service-Learning at an April 1995 meeting of the American Association for Higher Education, as learning which transforms "ideas in the head to actions of the heart."

KCC's Mission statement for its year-old Service-Learning emphasis is to use Service-Learning to build on the unique cultural capabilities of the diverse student population and create stronger support systems for individuals confronting multiple risks. We need to recast 'risks to be feared into challenges to be faced' and see that no one has to face them alone. Through community service and thoughtful reflection students will help develop communities in central and east Honolulu, and empower themselves.

In English 100 I am offering a Service-Learning component of the course for the third time. While I strongly believe in the value of Service-Learning and would like to require it of every 100 students, this component is optional for very practical reasons. I am aware that not every student will be able to incorporate Service-Learning into his or her schedule. Nonetheless, I would like to ask students who might be interested in participating in this exciting, innovative, rewarding, and valuable project. Many KCC students found their Service-Learning Project option a satisfying and meaningful learning experience.

Service-Learning options might include tutoring, working with the elderly, helping youth at risk in after-school activities, working with teachers in classes, collecting oral histories, tutoring at the LAC, or working at the Waikiki Health Center.

A booklet describing many nonprofit organizations which welcome KCC's service-learning students is available for you to make your selection.

Connections between Service-Learning and Course Content

-make accurate and insightful observations
-discover, gather, and select information
-use the writing process to clarify ideas and develop new perspectives

Specifically, you will need to:

(1) commit yourself to a minimum of 20 hours (or 2 hours a week) per semester to a community agency of your choice (there is no maximum)
(2) select an organization or site
(3) obtain my approval prior to contacting the organization
(4) attend campus-wide meetings conducted by the Service-Learning coordinators
(5) contact the agency regarding training, your responsibilities, your hours, etc.
(6) complete a Service-Learning Application; a University of Hawai'i Assumption of Risk, Release, and Waiver form; and a Service Agreement with Site Supervisor form

(7) keep regular and detailed journal entries that include your reflections about the relationship between your experiences and the course content, your observations, and your thoughts and feelings about the experience (I will give you more detailed information on reflective journal writing.)
(8) agree to attend orientation/training sessions of your agency requires them
(9) share your project experiences in class
(10) write a final evaluation of the community service experience

Grading:
Your grade will depend upon your consistent participation in all aspects of the Service-Learning project, as listed above, and on the quality of your reflective journal. Your participation in this project may serve as the basis of all four papers, or any one of the four required papers. If you opt to use your service-learning as the basis for your research paper, you will be required to use fewer library resources. **You will receive an additional 10% for participating in this project.**

Schedule:
(1) Beginning of second week of class--your application is due
(2) End of second week--select an agency or site and make contact with a supervisor
(3) End of third week--confirmation of placement in an agency or at a site
(4) Weeks 4 -14--training and term of service
(5) Week 8--first portion of Reflective Journal due
(6) Week 15--agency evaluation due
(7) Week 16--Reflective journal due

You should choose Service-Learning as an option only if you are certain of your interest and certain that you have the time.

Please let me know as soon as possible if you are interested in this option.

Service-Learning in the Humanities

Robin Fujikawa
Assistant Professor in Philosophy
Kapi'olani Community College
Honolulu, Hawai'i

In a happy coincidence and through a series of workshops presented at Kapi'olani Community College, I was introduced to one of the most effective volunteer agencies through which students in my class served. Called project Dana, it serves the Honolulu area providing home care services to the elderly and home bound, many of whom are of Asian ancestry. For my Asian philosophy students, the service-learning experiences derived through Project Dana have provided rich material for philosophical questions, cross-cultural investigations, reflection papers, and teacher-student discussions. I have found the hours of reflective and speculative discussions with these students to be among the most rewarding of my career. Incidentally, one student subsequently found employment and a new direction to her career partly because of her service-learning experiences with that project. The happy coincidences found in the arrangement with project Dana notwithstanding, that arrangement may serve as a general example of how community agencies and classroom curricula can enhance each other. It certainly demonstrated to me how effective academic discussions can be and how closely teacher and student can share common concerns when the questions arise out of ongoing field study work.

Project Dana was but one of many agencies that were introduced to me by workshops, institutes, service-learning program coordinators, pamphlets, and people from referral agencies over the course of the last two years. I was pleasantly surprised by the wealth of resources that are currently available in the field. While due credit must go to the conscientious dedication of the people who have developed these resources, I am encouraged to think that with a little investigation similar pleasant surprises may be discovered in any community.

The coincidence of Project Dana and my activities while teaching philosophy in the Humanities Department was especially striking because the term *dana*, or selfless giving, is a notion that developed in Indian Buddhism which was part of a general way of thinking that influences my teaching methodology and goals. The notion of *dana* in particular has since afforded my service-learning projects considerable meaning and grist for speculative discussion. *Dana* is not so much a theoretical abstraction or static thing; it is a virtue. As a virtue, *dana*, is an achievement of character and awareness that results from how one conducts oneself in the world. That conduct mirrors one's level of personal achievement. Selfless giving is thus not an act of condescension or self-mortification; it is a means by which one expresses and works out one's awareness. It is and honor to be able to serve selflessly at a temple or give selflessly to a beggar. This notion of service is not a badge; it is the paradigm of all genuine acts and is inherent in the most elevated of careers. The performance of *dana* is at once the means by which one attains genuineness of actions and the expression of that

attainment. Service in Buddhist cultures carries such connotations of honor and highest achievement. While the term may carry obviously religious overtones, the notion pervades secular society as well. The Japanese word for "husband," danna, or danna-sama, originates from this term. The term may also function effectively in service-learning discourse as well, for its ideals have helped veer our service-learning activities in my classes from patronization, condescension, and a sense of futility.

In more general terms, service-learning activities have revitalized my conception of what I do as a teacher in the humanities. Service-learning speaks the same language as my career as teacher and it offers alternative methodological options, vocabulary modes, and solutions to some types of curricular problems. Let me indicate in what follows how challenges that have arisen out of Asian cultural perspectives to my educational philosophy as a teacher in the humanities department have been met by service-learning. I hope my story affords some insight into how intimately service-learning can work with instructional goal and how the difficulties in talking about service-learning may stem from a more general problem of a need for a new vocabulary in education.

When the word for "human being" used in the Chinese and Japanese languages was first written a curious choice of ideograms was made to form it. The first ideogram depicts a person and the other depicts "interval" or "space." At first glance it might appear that the second of the two were superfluous or misdirected, for the first ideogram alone or even repeated would seem to sufficiently and accurately define the class of human beings by its membership. It is significant that the hallmark of being human was found not in individual persons but in their intervals, the space that surrounds each individual. That is, the hallmark of being human was found to be in the larger picture of the individual's external relations. In this conception of what it is to be human, the insight is repeated in Chinese cultures: when seeking our humanity, we find it or rather achieve it in our relatedness to others.

Similarly, schools today may find occasion to turn to the larger of two pictures when conceptualizing the locus and aims of education. If one picture is that of the individual (student, group, or thing), let the larger picture be the individual's external relationship that surround the other picture. Note that the membership of these two pictures differ. The first picture is populated by individuals who possess relations, the second by spaces (relations) that individuate individuals. Because of their difference in membership, languages appropriate to each differ. To the first picture belongs the language of individual "things" (persons, groups of persons, grades, objects, behaviors, items of knowledge and their attributes), and to the other belongs a language of relations (social, spatial, and temporal). The language of individual things may satisfactorily and accurately explain the locus and aims of education, but there are occasions when the other language may do so as well. Each language, moreover, expresses itself with different starting assumptions about what it is that populates its world. Normally, one would be inclined to say that the language of individual things is both sufficient to explain everything, including the relations that things have, and thereby obviates the need to consider the possibility and utility of a distinctly different language of relations. However, there may be conceptual and expressive limitations in any language that are released in a shift to another. It may be worth the effort to look to a language of relations for such conceptual and expressive possibilities in education.

Disciplinary Pathways to Service-Learning

A dilemma in service-learning frequently arises when a student asks, "What's in it for me?" While I want to respond by saying "Absolutely nothing," in order to preserve the voluntary and genuine service qualities of the program, this curt answer neither promotes the program nor answers the question; this retort also risks misrepresentation of the program and condescension toward the student. On the other hand, responding in terms of extra credits, replacement of specific requirements, adaptation to personal learning styles, more personal attention by the teacher, or other benefits fails to convey the reason and spirit of the program and jeopardizes its chances of meaningful success. This dilemma cannot by circumvented by making the service mandatory, for that also risks turning service-learning into yet another type of paid job.

Here is where a shift in languages may help. The above dilemma arises because both question and answers are locked into the language of things. Answered in this way, the question "What's in it for me?" can never be satisfactory. Shifting to a language of relations may be part of a solution. For example, the student may find the following question to be a suitable equivalent: "What changes in my learning experience might result from participating in this program?" Because this question is phrased in terms of relations, process, time, and experience, the possibility of a mutually satisfactory answer opens. The teacher can then talk about service-learning in such terms as turn-about experiences that others have had, possible inadequacies of didactic instruction, and shifts in relationships to the discipline that become possible.

Schools may choose to make the statement that the locus of education is not the student exclusively, that the humanistic aims of education are not fulfilled in individual students or in their aggregation. Instead, the student's relatedness to the rest of humanity can be affirmed to be a necessary part of the language of education. Teacher and student alike may conceptualize their common enterprise in terms that point toward the student exclusively, but the turning of the student's regard and actions outwardly in external relations is arguably an intrinsic function of education. Given that the outside world is universally talked about, if it is talked about as information that the student is to acquire or if it is discussed for the purpose of developing a student's skill, such discussion makes the assumption that we are preparing the student for his or her encounter with the real world that takes place outside of class or after the student graduates. The assumption being made here is that education educates the student, but this is inwardly directed (or individual-oriented) education may inadvertently proceed at the expense of a relation-oriented education that does not separate itself from the world that is either external or subsequent to itself.

As in the Chinese characters for human being, we may claim that the picture comprised of individual persons is unable to express certain things, and we must conduct our enterprise in terms of the spaces that are found in their intervals, that is, in external relations. The notion of the totality of external relations can replace the individual as locus of education and is likely to be abstracted and formulated in terms of the language of things, so I borrow from the Asian tradition, this time from Buddhism and its notion of *dharma*. *Dharma*, or thing as experienced moment, may be construed in the present discussion as lived world of experience. In this sense, we may say that what a teacher cultivates is not exclusively what a student has within (aptitudes, attitudes, and achievements under one's belt), but is the lived

world of experience that the student achieves in his or her external relations. A student's world of experience may be narrow or expansive, contentious or cooperative, vicious or just, vain or filled with possibility, and whether it is one or the other is not merely a matter of attitude, decision, or heredity. These are personal matters into which education cannot intrude but from which education cannot divorce itself. If a student's lived world of experience is a negotiated achievement and not a given, then education ought to be of some help to the student in that negotiation. It might be further claimed that genuine learning takes place precisely in that negotiation and has a vested interest in its outcome. Similarly, the humanity to which education dedicates itself to cultivating is not a condition at birth; it is an achievement upon which depends the entire educational enterprise. The locus of this achievement of humanity is the individual's lived world of experience, and this locus lies squarely within the purview of education. To the extent that this is true, service-learning addresses an essential need in education today.

Using a language of relations, the process and aims of education may be described in the following terms. Education cultivates the process by which the individual relates to and engages reality, and as such it deals primarily with relations that then determine how both individual and reality change in that individual's lived world of experience. The nature of neither individual student nor reality is a fixed and pre-established given, but rather both depend upon the student's lived world of experience. If the expression "You are what you know" makes sense in this context, it might also be said that "You are your achieved relations with the world" and "Your world is your achieved relations with others." To clarify this sense of achieved relations, let me borrow from the Confucian tradition. In a Confucian way of thinking, neither teacher nor student would be what they are without the achievement of a relatedness and process called education. Teacher alone without student, or teacher without the relatedness and process of education would be a meaningless and impossible conception. Student alone without teacher, or student without the relatedness and process of education can never be student. Each individual is what one is by virtue of the achievement of lived relations. Teacher becomes teacher and student becomes student simultaneously when and only when education occurs. The achievement of relatedness comes first, and individuation and identity arises out of that achievement. Neither who one is nor one's world as student are pre-established and fixed given facts. They are not matters of subjective resolve or invention. The nature of self and reality are accomplishments that arise through one's negotiation through lived experience. Thus Confucianism employs a language of relations rather than the language of individual things.

Viewed in this light, it makes sense to say that humanity is an achievement, not a given set of attributes and not an imaginary construct. Furthermore, if humanity is not achieved, then there can be no genuine teacher or genuine student. Education would be a meaningless impossibility, for that relatedness and process of education presupposes the unfolding possibilities and openness of achieved human beings. If humanity is an achievement, then service-learning provides an opportunity for attaining it in action that is an inherent part of education but not available within the classroom because of its own world of rewards and motivations. Thus, service-learning may be an appropriate and effective method for revitalizing the role humanity plays in education.

Disciplinary Pathways to Service-Learning

Service-learning may help to uncover a profound commonality that is shared by service-learning and academic disciplines: the attainment of each is preceded by a stage of relinquishment. The performance and appreciation of service-learning is attainable only after assumptions that formerly drove most actions in school and elsewhere are relinquished and found to be no longer operative. The same is true in academic disciplines. The shift to seeing and living as a biologist, for example, is preceded by a relinquishment of former assumptions that initially drive the study of biology. To continue the example, as long as a student persists in objectifying biology and its concerns, the student continues to think within the language of individual things: biology, tests, grades, terms, teacher, and specimens. The biologist as biologist, however, is not interested in specimens for their own sake, but rather in the *logos*, their logic of relations to which the specimens point as clues. Attaining the eye and questing mind of the biologist occurs when former assumptions about what constitutes the study are relinquished and replaced by a relation-based model. The *logos* suffix of the term biology means more that "the study of" a field, it refers to the Way, the elusive principle of order and meaning that underlies the world. The various academic disciplines generally share this notion of *logos* as a model. Undergoing the process of relinquishment and attainment within service-learning can be an effective key that a teacher can use to unlock the similar process that constitutes the attainment of the heart of an academic discipline. Rather than an extracurricular activity, service-learning may be a pathway to the core of a discipline when more didactic curricular activities fail.

The most potent element of the service-learning arrangements that I have employed has been the reflection paper. Selecting a suitable disciplinary problem for the paper is at first a daunting task for the student, but with help from the teacher, the student learns how inquiry proceeds within the discipline to find challenges within initially unrelated experiences. At a certain point, a light shines in the student's eyes and the search for a topic is no longer a problem. The student next returns, usually bringing questions about resources and methodology within the discipline. Again we do philosophy. Students take charge and do philosophy rather than listen to me talk about it. So it proceeds until the paper is turned in, read and returned. At that point, I like to send the students back to the service site with the task of testing their paper conclusions. In actuality, however, the end of the semester is usually so filled with other class requirements that this final phase of conclusion testing seldom reaches its consummation. Nevertheless, the process of working on the reflection papers has seldom ended wanting academic richness.

School life engenders frustrations, joys, and cause for gratitude that seldom find suitable occasions for their expression in school. It may be that this ironic condition heightens frustrations and diminishes joys, and if this is true, then a very important function can be fulfilled by service-learning. Service-learning as selfless giving can be rendered as an act of gratitude that vents or expresses unnamed frustrations and joys. Perhaps this is why service-learning experiences seem to tap wellsprings of affective richness, even within intellectual discussions. Service-learning encourages the affective and real-world conditions of a student's life to be as much a natural part of academia as the conceptual.

My two young sons and I weed and transplant bromeliads in a corner of a schoolyard. "Do we have to?" they ask plaintively at the beginning of each work session, but when work

is done, they talk glowingly about the experiences gained and the things learned. They even compare and boast of their scratches. They see their father alongside them work on a task that does not yield the usual answers to their question "Do we have to?" and work takes on a different cast. When talk glows with the achievements and insights of a different light, everything changes. Values clarify, words become grounded and relationships grow. Service-learning is genuine learning.

Service-Learning and Psychology

Tanya Renner, Ph.D.
Assistant Professor, Psychology
Kapi'olani Community College
Honolulu, Hawai'i

Five years ago I left the San Francisco Bay Area and came to Honolulu to take a teaching position at Kapi'olani Community College (KCC). I had decided that I preferred a position at a community college because I am at my best when I am working directly with students. Teaching is the most stimulating, the most challenging, and the most satisfying professional endeavor I have ever pursued, and I wanted that to be my primary vocation.

While at KCC I have taught introductory psychology, psychology of women, biological psychology, and theories of personality, and I have developed a new methods course that I'll be teaching for the first time this fall. I have also been a practicum instructor for an education course that provides students (primarily education majors) with tutoring experience.

Personal Pathways: How I became involved with service-learning

My graduate education was focused on research, and there was relatively little support for the development of teaching skills. Because of my interest in teaching, I became involved in the one course offered that covered instructional methodology. Thus, when I started teaching here in Honolulu, I had completed only that one course. Many of my colleagues tell me that's one more than they had when they started. Also, I had never taught full time before, and did not realize what it would mean to deliver the same lecture three, four, or even five times in the same week. I realized very quickly that I would not survive long in that mode, and I strongly suspected that my students wouldn't either. So I began to develop, strictly in self-defense, alternatives to the traditional lecture/discussion format that had been the mainstay of my undergraduate education. My first strategy was to invite more discussion and become highly interactive. This was great because it helped me gauge what the students were understanding, and it also meant that no two lectures were exactly the same. The lectures had to become flexible in order to accommodate the unexpected directions the students would suggest or demand or need. Once the interactive mode was in place, however, it became all too apparent that students were still only getting a superficial understanding of much of the course material. Therefore, I began to seek out opportunities for demonstrating academic concepts and creating hands-on experiences for my students.

The ongoing search that ensued has been one of the most important professional development activities I have engaged in. It has spurred me on to finding new connections between life and the classroom, new ways to communicate, and new ways to stimulate students to think. So, when Bob Franco (now our service-learning director) told me three

semesters ago that KCC was going to develop a service-learning program and invited me to participate, I only hesitated long enough to find out what it meant. Then I jumped at the chance. I already was using every hands-on demonstration and exercise I could think of and had minimized the time spent lecturing as much as I could, but I still felt that students weren't understanding the material as well as they would if they could directly work with more of the concepts being presented in the classroom.

I was also interested in the community-building potential that a service-learning program could offer. My own experiences with community service had been extensive earlier in my career in California, but I had only managed to be involved with a couple of different community agencies since I had moved to Hawai'i. The one that had worked out best was developing and presenting skills workshops to inmates at our State women's prison.

I also had felt a bit isolated within the campus community, since everyone (including me) was always so busy. I wanted to find ways to incorporate productive dialog about teaching strategies with other faculty on a regular basis. Therefore, I was eager to end both kinds of isolation and to participate in a program that would help me develop stronger bonds in the college community and in the larger, surrounding community.

When I started to use service-learning, I only allowed a few of my Theories of Personality students (Psychology 260) to take the service-learning option. As far as I was concerned, it was an unknown quantity that could be completely unpredictable in unpleasant ways. Fortunately, that has not been the case. But I started cautiously, nonetheless.

Since I had only been in Hawai'i about three and a half years at that point, I wasn't as familiar with appropriate service opportunities available to my students as I wanted to be, so I let them choose from the list that our service-learning director and coordinator had prepared; if the students had preferences for other specific agencies, they were free to choose those. I wasn't satisfied with this lack of information, so the next thing I did was to volunteer at our statewide volunteer clearinghouse, the Voluntary Action Center. I needed to know what kinds of agencies were operating in our vicinity and what their needs were so that I could make suitable connections for my students. I worked with them weekly for about nine months. (I now work with them on an on-call basis.) During that time, I updated their agency files and helped place people in volunteer positions within those agencies. This meant that I not only read up on the agencies and became aware of changes in their programs over time as well as their current programs, but I also talked to the agency volunteer coordinators as part of the placement work, and so began to know some of them directly.

This experience also taught me about the issues involved in placing volunteers, something that I did not understand and would have treated as equivalent to a regular job placement. Volunteer placement is not the same, because volunteers don't get paid but they do (they must) get some kind of reward for their efforts or they simply won't continue in the position. I also became aware of the immediacy of need for volunteers in the wake of the severe budget cuts that had been made throughout Hawai'i for the past few years. Many agencies were so understaffed that they had to close their doors, and others were scrambling to figure out how to use volunteers in new and creative ways. From one day to the next, the availability of staff was unpredictable for many of those hard-hit nonprofits.

As a result of my interest and involvement, I became a coordinator for our service-learning program last fall. Thankfully, it has been a responsibility shared with two others, our service-learning program director, Bob Franco, and an English professor, Irena Levy. Together, the three of us have nurtured the efforts of our faculty to integrate service-learning into their courses, and I have continued to work on my connections with community agencies so that I can help faculty find the best service opportunities for their students. One way that I was able to take a giant step forward in that endeavor was by giving a presentation to a state-wide volunteer management conference held earlier this year. I was able to describe our new service-learning program to about 50 different agency representatives, and I participated in a fruitful dialog with them about our mutual needs and goals.

On a personal level, I'd have to say that one of the most rewarding aspects of this work has been the chance to connect and to end the feelings of professional and community isolation that I had been feeling. I have made a number of wonderful links with community agencies and I have also had the opportunity to participate in ongoing conversations with other faculty members who are also interested in improving their students' educational experiences and using service-learning as a teaching strategy.

Disciplinary Connections: Links between the classroom and service-learning

My efforts to learn about the personal and academic rewards that students can and need to get out of service-learning, and to ensure that their experiences are positive and beneficial, have been linked to definite academic goals.

Specifically, service-learning has provided me with valuable opportunities for hands-on learning, as I had hoped, even for such a highly abstract and theoretically-oriented course as Theories of Personality. In that course, we talk about different ways to conceptualize, measure, and alter personality. Personality, as defined by psychologists, generally includes everything a person thinks and does, although the relative emphasis on behavior, traits, attitudes, and so on depends on the theoretical approach. My primary goal for the service-learning assignment is to have students directly and deliberately experience various aspects of personality and then figure out how those experiences link back to the different theoretical approaches to the analysis of personality that are being discussed in class at that point. At the same time, I expect this focus to also help them better comprehend the general nature of a theory as well as the relationship between theory and evidence, and to develop an understanding of the role of evidence in both the development and acceptance of a theory.

During the first semester in which I offered service-learning as an option, I simply asked students to observe manifestations of personality in the people they dealt with while giving service and then to tie those back to the theory that we were discussing at that point in the course. This ensured that they would not simply reflect on one theoretical approach. It also created a natural sequence where each theory would be connected with service, and the entire process would take many weeks. Spreading it out over time allowed students the chance to absorb the material, reflect on it, and then build on past knowledge as each successive topic emerged. They were encouraged to keep an ongoing journal/diary of their

service experiences, with entries to be made at least once a week. Monthly journal assignments were turned in for my review.

In general, the first semester was a success. I was uncomfortable with one feature of the original assignment, however, although it took quite a long time for me to realize what was bothering me. As it turned out, I didn't like using the service recipient in that way. I didn't want my students to observe the recipient's behavior and attitudes in order to later analyze them in terms of the theories. It was an objectification of a human being, and it required the student to participate in a covert agenda. The solution was obvious, once I understood the problem. Now, when I have my personality students do service-learning, I ask them to observe *themselves*, rather than those they are working with. This is much more satisfying to me because the students are required to analyze their own actions and attitudes, and the relationship they develop with service recipients is free of underlying concerns. The major difficulty with this new approach has been the students' lack of enthusiasm for looking dispassionately at themselves. Nevertheless, I encourage them, and they actually manage quite well in the long run.

In order to create an effective problem-solving component of the service-learning experience, I have developed a comprehensive reflection assignment. The one I use today is still the same in my mind as it was the first semester, but now I include much more in the way of descriptive guidelines. It involves a great deal of problem-solving and prioritizing: Students are confronted with a myriad of possibilities because virtually everything they see, do, feel, and think *could* be considered a feature of personality. So their first task is to choose some aspect to focus on. They then have to decide how to interpret that aspect in terms of the theoretical approach currently being discussed in the classroom. Then they have to analyze the service-learning episode, showing how that theoretical approach would explain the behavior or attitude. The types of connections they make are typically very appropriate and relevant, although there is much complaining about how difficult it is. Once I suggest that difficulty is no reason not to do the work, they seem to catch on quickly to the notion that hard work isn't necessarily unpleasant.

Many of their insights are very positive and encouraging. For example, one student was training her replacement, a man with quadriplegia, at the agency where she was finishing up her service-learning tour of duty, when she ran into a problem. Although she felt that the interaction with him was very productive, friendly, and helpful, it seemed that he felt it was demeaning and insulting. Upon reflection, she was able to apply a relevant concept from the phenomenological approach to understanding personality, that of *subjective reality*, to grasp how it might be that two people experiencing the same events could have such different perceptions of those events. She then realized how her actions that she considered friendly and helpful, such as moving things around for him, could seem insulting if, in fact, he was able to do those things for himself. I was especially pleased that she not only obtained a deeper personal understanding of the nature of subjective reality, but that she was able to then apply it to enhance her interactions with others and to enhance her understanding of the phenomenological approach to personality as well.

I invited this student to speak at our service-learning summer institute. Her presentation effectively communicated the ways that service-learning can offer both academic

gains as well as personally empowering insights. As might be expected, her talk generated a great deal of faculty interest and discussion.

Practical Considerations: Making links

Learning how to locate appropriate agencies for my students has been an ongoing, fairly slow process. I got a number of ideas from my work at the Voluntary Action Center, and others from the list used by the Campus Compact folks at the University of Hawai'i at Manoa, but those were only possibilities and not necessarily tailored for my course and my students' goals. Gradually, over time, I have collected enough information about my students' experiences to decide whether to work with a particular agency. In one case, I actually took the training for the volunteer program. In others, I have made site visits. In most, I base my decisions on students' experiences and my knowledge of the agency and its goals.

Although I haven't had too many real problems with agencies (just minor ones such as difficulty in obtaining evaluations), there was one agency where the student's comments suggested to me that the director may have behaved in emotionally inappropriate ways. It was a tricky situation. I didn't want to interfere with my student's experiences. After all, students are adults and must make their own decisions. At the same time, I sometimes need to remind them that they have choices, and that there is no need to stay in a situation where they are uncomfortable for any reason. In that instance, I suggested alternative placements, but my student evidently felt that that was enough moral support and chose to stay with the agency to work it out.

My criteria for choosing appropriate agencies have evolved. At first, I thought that any type of agency and service would do because the student's personality observations could be done regardless of type of service performed. But I came to realize that students majoring in psychology want psychologically-relevant service experiences, whether or not those experiences are needed for the particular assignment or purpose. So I began to develop a short list of agencies that would satisfy their need to do something relevant to the field, and that I also had reason to believe would provide them with good supervision and rich field experiences.

I include one agency on my list, Project Dana, because: (1) it had been included as a participating agency from the start; (2) some of my students volunteered there and were very enthusiastic; (3) one student had continued with the agency after the semester was over; (4) other faculty and students also found the experience there valuable; and (5) orientation, training, and supervision have been highly regular and responsibly delivered. The service students provide is companionship to a frail, elderly person or a person with a disability.

In addition, I have made a few phone calls in my role as evaluation coordinator to follow-up on the agency's experiences with KCC's students, and their volunteer coordinator sat on the same panel with me at the volunteer management conference I mentioned earlier, so I have begun to develop a professional bond with her.

Another agency on the short list, TJ Mahoney, is included because students find the work relevant; it involves working with ex-convicts (of nonviolent crimes) in highly

supervised situations. There are many different possible service capacities, including tutoring, moral support and other companion activities, and working with the agency doing various kinds of writing, research, and so on. It is also on my list because I know the director personally, having worked with her when she was with the prison system and I was giving skills workshops to the prisoners. I have worked with their associate director to develop specific opportunities for our students, because their volunteer program typically requires a much greater time commitment than our students are expected to make.

Another agency on my list is Hospice Hawai'i. After hearing a presentation at our summer institute by the volunteer coordinator of that program, I wanted my students to be able to volunteer there. The time commitment was much greater that the 20-30 hours per semester that we typically require, though, so I took the volunteer training in order to more fully understand the program and the types of service opportunities that they could offer my students. The program is very enriching for both student and recipient, and, since I have had the training, I will be able to advise those of my students who are interested in pursuing this opportunity.

Other agencies that I include are Pacificare, which provides companionship and other support services to people with HIV/ARC/AIDS, and Aloha Medical Mission, a nonprofit that serves the medical needs of the homeless. Both of these agencies are included because service-learning students from a variety of classes he reported having positive experiences with them and because they both offer service opportunities that are relevant to psychology students.

I am also presently working with two agencies to develop programs that will allow my students to work with them. One is the Neighborhood Justice Center, which provides mediation services to the community and training in mediation techniques. They have offered to adapt their training program so that our KCC students can receive training and do mediation work with students in the local schools within the same semester. I hope to have that opportunity ready for my students by the spring of 1997.

I have also worked with KCC's own Special Student Service Office, located on campus, to develop opportunities for our students to provide support services for students with disabilities. We'll be offering that choice to the service-learning students this fall.

After three semesters, our service-learning program is going strong. It still has some bugs (for example, lack of evaluation information on agency satisfaction or student performance, not having enough time to meet with service-learning students, and difficulties in connecting the service-learning experience to the course for my non-service-learning students). But I generally am very happy with the program. I have found many effective learning opportunities for my students. Service-learning is a great teaching strategy and a great community building opportunity--both on and off campus.

Syllabus
PSYCHOLOGY 260
Theories of Personality

Tanya Renner, Ph.D.

COURSE DESCRIPTION AND OBJECTIVES

This course is a survey of major theoretical approaches to personality, personality assessment, and personality change. Current research issues will be emphasized. Upon successful completion of the course, the student should be able to:

- Demonstrate understanding of the basic theoretical approaches to personality, and their corresponding views of development, change, and assessment.
- Demonstrate understanding of the various methodological approaches to personality research.
- Demonstrate ability to critically review material related to psychology of personality.

In addition to the competencies listed in the catalog, the following objectives will be emphasized:

- Be able to participate in oral discussions of psychological concepts and issues.
- Demonstrate a functional knowledge of psychological concepts by participating in hands-on demonstrations, classroom discussions, exercises, and asking and answering questions.

The primary methods of instruction will be classroom lectures, class discussion, and in-class exercises. Students are required to attend class and participate in class activities such as discussions, group demonstrations, and exercises, to keep up with the reading assignments, and to complete homework assignments. Also, since I do not necessarily follow the textbook, you will need to take lecture notes.

Service-Learning Opportunity

A few students will be permitted, on the basis of academic readiness, purpose, and writing ability, to substitute 20-30 hours of community service and papers written about that service for the group project and the journal article review assignment.

Students should consider applying for the service-learning option if they are interested in (1) the chance to combine critical thinking with practical experience; (2) making an active

contribution to their community; (3) learning more about themselves; (4) learning more about the variety of people in their community; (5) the possibility of acquiring useful skills; and (6) a chance to pursue a more personalized education plan (i.e., they may be able to match the service-learning experience with a particular interest such as development of personality or personality change).

This opportunity is optional.
The time commitment is a minimum of 20 hours.

Students will be selected according to the following criteria: interest, purpose/goals, GPA, academic background (prior courses), and writing ability.

The service-learning option replaces the regular homework assignments for the course (the journal article review and the group presentation). The student is still required to read the textbook, attend class, participate in class activities, and take quizzes and exams.

Grading will be based on the following criteria: (1) responsible completion of the service commitment; (2) maintenance of a reflective journal of the service experience; and (3) an analytical paper that integrates the course material with the student's service experience. Although length is not an issue the analytical paper may be approximately 10 pages (typed, double-spaced). Students will be expected to observe themselves while they are providing service, so that they will be able to identify various personality features and issues that can be related to the four major theoretical approaches to personality that are covered in the course.

If interested, you should submit a one-half to one page (typed, double-spaced) statement to the instructor of your interest and goals for the service experience by the beginning of the second week of classes.

Schedule for Service-Learning Option
Application from Student - due beginning of second week
Selection by Instructor - due end of second week
Confirmation of Placement (with site agreement form filled out) - by the fourth week
Term of Service - weeks 5-14
Reflective Journal/Weekly Log - to be turned in every four weeks: last Thursday in February, last Thursday in March, last Thursday in April
Analytical Paper - due last Thursday in April
Agency Evaluation - due no later than the last Thursday in April

Service-Learning and Reading Instruction

Mavis Hara, Reading and Writing Instructor
Linka Corbin-Mullikin, Ph.D.
Associate Professor, Reading
Kapi'olani Community College
Honolulu, Hawai'i

This essay demonstrates the links between two "levels" of instruction in the same discipline. In the first part Mavis Hara described the early steps of integrating service-learning into basic and developmental reading classes. In the second part of the essay Linka Corbin-Mullikin describes how the success of Mavis Hara's work led to changes in a college-level reading course.

Mavis Hara

In my first year of college teaching I was the working mother of a toddler. Every morning I suffered attacks of "mother guilt" when I left my little one at in the care of pre-school teachers while I hurried off to plan my reading curriculum. Each day, I would face my students, many of whom were also mothers of young children. When I handed out my assignments, I listened patiently as these women told me of not having enough time to do all the reading I required, not having the time to do research for the papers I piled upon them. "After I cook, pick up after the kids and give them baths, put them to bed, and clean up the kitchen I don't have time for studying until well after eleven." It was a story I listened to time and time again. I could attest to the truth of the refrain, because I lived the same life.

Many of my students were newly arrived foreign immigrants, for them, the college level reading I required was doubly difficult, for many texts assumed an understanding of European and American culture that they did not possess. They would ask questions like, "What is 'the golden rule'? What is Valentine's day? What is New England?" Many came from tropical climates which did not have four seasons. Their questions reflected their lack of experience in this area. "What is Fall? Are Autumn and Fall the same? What comes after Fall? Does Spring come after Fall? The college schedule says the Spring semester comes after the Fall semester." There were so many things to explain I felt it was impossible in a sixteen week course.

I often suggested that my students read children's books and encyclopedias to gain a quick cultural understanding of America. My suggestion was often greeted with skeptical looks. These students were struggling so hard to catch up to the American mainstream, my suggestions that they go to the libraries and sit in the little chairs reserved for children must have seemed demeaning to them.

I needed a way to make learning fit better into my students' lives. They needed to gather basic information about American culture in a way that would not damage their self-respect. It was then I discovered Service-Learning. It provided an opportunity to meet my

needs and theirs, and provided schools and community organizations in our area with unexpected benefits as well.

Our college allows first and second year faculty to be paired with experienced faculty members in a mentoring relationship. In conversations with my mentor, Dr. Linka Corbin-Mullikin, I often talked about my difficulties with students. One day, the idea of using students as volunteer teachers emerged in our conversation. Our campus service-learning coordinator was looking for projects which would fit within the service-learning guidelines for a literacy improvement project. We came up with a plan to train community college students from remedial through developmental through college level to become literacy volunteers. We would give our college students the opportunity to become tutors by first giving them as much knowledge as we could about reading as a process, then requiring them to become familiar with a wide range of children's literature and finally, giving them an opportunity to volunteer to read to children in a variety of settings.

As many teachers know, tutoring is a difficult assignment and requires a lot of preparation. We were fortunate that our service-learning coordinator had made many connections with community agencies. One of these contacts put us in touch with a Literacy Specialist with the Hawai'i Governor's Council for Literacy, State Librarian's Office, and the Kaimuki Public Library. Together, we set up a Saturday Morning Reading Program to which we invited community college reading students interested in becoming tutors, and any interested faculty.

We were surprised that we had 18 interested participants. The Literacy Specialist arrived at the first meeting with approximately 100 children's books and a State of Hawai'i produced "Read to Me" inspirational video. She shared results of current reading research and some recommenda-tions about reading to children. Many of our community college students are also parents, and when the lecture presentation was over they eagerly looked through her large display of children's books.

We were fortunate in that our participants at the first Saturday Morning Reading Program included a retired civil servant from American Samoa who was now a volunteer minister in his church. This gentleman became very interested in our program, and his presence and participation encouraged others in his social circle to take part in our program. Another woman student who came to our Saturday presentation was already a volunteer at a shelter for pregnant teenagers. She was excited to find that current educational research supported the work that she was already doing and was able to make personal connections with the Hawai'i State Librarian's office. The literacy specialist passed out free books to many interested parents in the audience. All of the students seemed inspired and eager to begin work as literacy volunteers. Many expressed the desire to bring their children to our presentations and were happy to find that we had scheduled the next monthly meeting of the Saturday Morning Reading program in the nearby Kaimuki Public Library.

Our students were inspired and eager to begin tutoring, but they had no prior experience teaching in a classroom. To provide them with some information about reading to children, we prepared an informational handout with tips taken from two service-learning workshops that were presented at about this time. The first workshop gave tips for successful story reading. It included a three part checklist which student tutors could use in

getting ready for the reading, actually reading the story to the children and creating follow-up activities to extend children's understanding of the story once the reading was finished. The second workshop, presented by the Language Arts resource instructor at our Learning Assistance Center gave twelve concrete suggestions for a tutor to use in communicating most efficiently. Suggestions included these hints: One of the great lessons of psychology is that positive responses motivate further activity while negative responses motivate cessation of activity. Be encouraging without being phony. Give good explanations and have patience.

Our classroom preparation of students consisted of teaching them about the reading process. The students were taught that reading is a process that is the same from pre-school through college. They were taught that efficient comprehension first requires asking the right questions and making the right predictions about what the author is going to say. The next step is reading the text purposefully to answer the questions you have asked or to prove your predictions. The students were also taught that good readers use all of the information in the text to make guesses about the meanings of unknown words that they encounter while reading and that this skill, called "using the context", is what separates highly efficient readers from poor readers. When students had demonstrated an understanding of the reading process, they were asked to create lessons in which they would read to pre-readers and beginning readers and, at the same time, teach the young children to use prediction, questioning, and context clues to better understand the stories being read to them.

With a service-learning grant from the Campus Compact National Center for Community Colleges we were able to buy books and create a multi-cultural library of children's books. This collection contains about 100 titles and is housed in our campus library. Our reading students were encouraged to use books from this multi-cultural library in their volunteer tutoring activities. My remedial reading students were required to write summaries of any five of the multi-cultural children's library books, while my developmental reading students were required to write ten summaries as part of their class assignment. This allowed students to read through children's books without having to go to public libraries and sit in the little chairs in the children's reading corner. It was encouraging that some students became interested in children's books as a result of this assignment, and many reported taking their own children to their neighborhood libraries to check out other children's titles.

After students had read a variety of children's books, they created their own lessons and practiced their storytelling skills on their classmates. I had my students read to each other in small groups and rate each others' performances on critique sheets. The reader was required to write down a series of questions he or she would ask to help guide audience members toward making accurate predictions about the eventual outcome of the story. The reader was also required to pick out one difficult word in the story and select the context clues he or she would point out to help listeners make a guess about the correct meaning of that word. Students smiled and laughed a great deal that day as they read each other stories that covered an infinite variety of topics. There were stories about Hawai'i's history and culture, American history, imaginary tales about the tooth fairy, and myths and fables from China, Cambodia, Korea and Japan. Members of groups that finished early often joined other groups still in session and continued to listen in fascination, proving that children's literature is hypnotic and that a really good story has great power. In the end, all the students

commented that their group members were very intelligent and guessed the outcomes of the stories with 100% accuracy. They were also surprised that they were able to find many rather difficult words within the texts of children's books, and many students learned new words to add to their own vocabularies.

All my students were required to do the story telling part of the assignment. In addition, students could earn extra credit if they volunteered as literacy tutors, kept journals of their tutoring experiences, and wrote an extra credit paper evaluating their service. Volunteer tutors were given opportunities to teach at three different sites. One site was the Alani Child Care Center located on our campus. Many of our students use this facility for day care for their children while they attend classes. Many of the families using the center receive federal assistance to cover the cost of child care. Another site was Palolo Elementary School about a mile and a half from our campus. The school draws many of its students from the neighboring Palolo Housing project, which provides housing for families on public assistance. The final site was the Kaimuki Public Library where some of our students read to children from the Kaimuki neighborhood on Saturday morning while others talked to parents about the benefits of reading to children on a regular basis. In all, twenty-one students from four of my classes chose to become volunteer tutors at one or another or in some cases all of the sites.

Students kept journals recording the details of their volunteer activities and wrote a paper evaluating their experiences. Students generally reported favorable experiences in storytelling.

The mother of a toddler wrote, "*I never knew teaching the kids in their early age will help them in their future. Now I know the steps in reading. I'm reading to my son, so he can learn the steps in his early age.*" A foreign bride with an infant son wrote, "*Reading a book for the children was very important. If we read the book for the kids, they probably remember what their parents do for them. I remember my father always read a book before bedtime so I want to do the same for my child. I think my child will do the same to his child... This is very important for my family.*" Another said, "*I learn how to teach the kids words they never heard of before by giving examples of the word, how it's used in the pictures and sentence. I really learn a lot. This experience... helps me to read more to everybody, especially to my own kids. Reading is very important.*" A mother who was able to read to a class that included her own daughter at the child care center wrote, "*Now I understand that reading is a skill. To master it, you need to stick with it on a daily basis. The volunteer experience made me more aware of how you need to spend some time in reading even if it s just ten minutes a day.*"

The awareness of the importance of reading and the enthusiasm for reading also reached students who were not parents. The retired civil servant from American Samoa wrote, "*I really praised the idea of someone, or a group of people ,who are worrying about the children of tomorrow.*" Another of my students, a young man who is an uncle wrote, "Parents, *grandparents, uncles, aunts, brothers and sisters and even friends should get together with the public libraries in their neighborhood and arrange some kind of family day at the library.*"

My students volunteered and helped others, but they also felt they gained some benefits for themselves. A Vietnamese woman wrote, *"After I finished my reading, these kids put their hands together (applauded). They made me feel very happy."* Another young man wrote, *"Reading can and has strengthened my knowledge, vocabulary and communicating with others."* A young Tongan woman who does not have children of her own wrote, *"Yet people believe that it's only the teachers and parents that need to worry about children's education. Despite what some people believe, I believe it's not necessary to be their parents to read to the children. Likewise, the reader can be a relative, friend, neighbor, or a volunteer like myself."*

It was not only my students who benefited from these volunteer sessions. I noticed some changes too. When I dropped my own daughter off at Alani Child Care center, her classmates would come running up to me with books in their hands. "Are you coming to read to us today?" they would ask.

In contrast, the kindergarten teachers at Palolo elementary school apologized for their students when we came into class to read to them. "These children come from homes where parents don't think reading is important." Yet, the kindergartners listened in fascination as my volunteers read them stories. They snuggled close to volunteers who were often of the same ethnic and cultural groups as their families. One young Samoan man found himself unable to leave the classroom after the storytelling session was over because so many children wanted to point out something else in the story book to him or to ask him questions. Twenty one of my students now think learning about the reading process and reading to children daily are important. If we can continue this program, maybe we can convince many more people to feel the same way.

Twice and Thrice Told Tales--Linka Corbin-Mullikin

Because our Service-Learning experiences with basic and developmental reading students met with such resounding success, when I began teaching English 102, College Reading, I wanted to incorporate Service-Learning opportunities for students. I am now in the third semester of teaching this class, and Service-Learning has become an integral part of the course. Based on students' own accounts, Service-learning also has been an energizing and meaningful part of their learning experiences.

College Reading is a course designed to help students improve their ability to read and assess college-level material, including professional journals. The course focuses on reading for comprehension and reading critically. Students are asked to think about, summarize, and synthesize what they read in order to put their reading skills to practical and academic use. In addition, the course is structured to treat reading as an active experience and is taught with a "learn-by-doing" approach. As an ongoing and culminating activity, students are required to participate in a self-selected semester-long project designed as both an individual and collaborative endeavor.

On the first day of class, I tell students that everything they are asked to do in preparation for and in class will focus on "Language and Learning," the theme of the class. In

order to get them thinking about and involved in their final projects, on the very first day they are invited to participate in a Service-Learning Project, a Library Research Project, or an Oral History Project. Although the students have three choices, most select Service-Learning. To get them to think about service-learning in the context of the class, we discuss the following statement from the syllabus:

> Choosing to participate in the service-learning option of this course gives you a chance to observe and apply to the real world many of the strategies and principles you are learning in class. Your service-learning experiences and observations become an integral and 'living' part of your final project.
>
> If you choose this option, you will participate in service that is relevant to the development of language and reading skills for pre-school, elementary, intermediate school age children or adult ESL speakers. For example, you may become a reader and teaching assistant at the Alani Child Care Center, a volunteer for the Jarrett Intermediate After-school Program, or a language tutor at the Waikiki Lifelong Learning Center.
>
> Once your service-learning begins, you need to keep a reflective journal describing your activities. In it, report on what you do, when you do it, for how long, and what it was like. (A more detailed handout on reflective journal writing will be furnished.) Occasionally, I will ask you to share your service-learning experiences briefly and informally in class. Your final journal, analysis of the community service experience, summary of three informative articles, and group presentation notes are due the last day of class.

To achieve the goals of the class, I require students to read from two texts. Selection from Royce Adams' *Making the Grade* and Peter Farb's *Word Play* provide the focal readings for class activities and discussions. Using these two texts as the springboards into a focused service-learning project, I explain that their projects should explore and finally develop a thesis relevant to one of the topics we study-read, discuss, and write about from *Word Play*. To get students started, I list suggested topics such as: pidgin languages, language acquisition of either native or non-native adult speakers of English, non-verbal communication, linguistic chauvinism, language and learning communities, or humor in language. Most students select their topics from this listing; however, some students come up with their own project goals, based on discussions which occur in class.

Once students decide upon a project, they are encouraged to read relevant chapters from *Word Play*. Over the course of the semester these readings are discussed in class. Although these common reading/discussion experiences do provide students with linguistic theories relevant to their various service-learning projects, after the first semester I realized that students also needed to expand their community experiences by reading articles specific to their selected projects. For example, students who elected to read to children and work as

teacher's helpers needed and wanted more information than was provided in the tutor training workshops and in the "language acquisition" chapter of Farb's book.

Enter the library lesson. To assist students in finding appropriate outside resources, early in each semester one of our school librarians designs a special library orientation tailored to students' stated project interests. Following this orientation the librarian and I work with students to find articles in professional journals and popular magazines germane to the work they are doing in the community. Students are required to read three articles throughout the semester, after they have begun their service-learning. By the time the end-of-semester project sharing occurs, I have had freshman college students explaining to their group members such things as the benefits and drawbacks of the "holistic" approach to reading instruction, the nuances of learning English as a second language by native Japanese speakers, or the variations of pidgin/creole languages and how they play a role in the lives of the people living in Hawai'i.

This outside reading requirement that is tied to the service-learning project provides integrally related and motivated application of the study-reading skills which students learn from their other required text, *Making the Grade*, which guides students through general and specific strategies for study-reading in the social sciences, sciences, and humanities. When students read professional journals, they are introduced to the special languages, writing patterns, and research sources of the field in which they are working. Most importantly, students are applying these study-reading skills to meaningful and relevant materials, rather than "practice exercises" provided by the teacher.

As Mavis Hara described earlier, initial contacts for those students who were interested in serving as teacher's helpers and reading to children were made through her at the Alani Child Care Center and KCC's Service-Learning Coordinator who gave us contact names for the Literacy Specialist working with the Hawai'i Governor's Council for Literacy, the State Librarian's Office, Palolo Elementary School and the Jarrett Intermediate After-school Program. These sites continue to be attractive to the College Reading students because of their proximity to our campus. However, because of students' various interests, other contacts have developed due to the students' own initiatives. For example, two students who had children enrolled in local schools set up their own service-learning arrangements by contacting the principals of the schools, who in turn contacted interested faculty. Although the parent-students were not placed in their own children's classrooms, they reported excellent experiences. Another young student who plans to become an elementary school teacher contacted the principal of the elementary school she attended as a child. Again, this experience was rewarding.

Because many of the students who enroll in College Reading are English as Second Language (ESL) speakers themselves, they often become intrigued with second language learning. Through KCC's Office of Continuing Education, these students are often matched up as conversation partners or reading tutors through the Waikiki Lifelong Learning Center (WLLC). This center focuses on offering various services to clients who work in downtown Waikiki, many of whom are hotel workers wanting to improve their English speaking, reading and writing skills. Other students have been placed with an elementary ESL teacher who

welcomes, with much enthusiasm and open arms, ESL college students who can not only work with children in the classroom but also model the successes of ESL speakers.

The benefits to College Reading students who participate in Service-Learning are echoed in various ways around a central theme. As one young lady wrote in her analysis of her experiences at Waikiki Lifelong Learning Center (WLLC):

> "I practiced applying the concepts of critical thinking that we learned in our class discussions. I also was able to rehearse my conversation skills. Tutoring has helped me to better express myself and to speak clearly and in a more organized manner. I learned that I don't know many things about the English language even though I have been speaking English for most of my entire life. My career goal is to become a court reporter; but from this experience, I have learned that teaching could be an option if I decide to change my career goal."

Although the particular situations may vary for each individual involved in service-learning, in all cases students remark on how surprised they were that they had something to offer others, whether they work in a school or other community situations. Many who begin the experience with relatively low self-esteem blossom into reflective and confident young men and women through their service-learning responsibilities. One young woman was offered a job after her service-learning commitment was finished. Another was admitted into KCC's Emergency Medical Technician (EMT) program, based in part on her performance in the community. One young man, also a parent, learned the importance of reading to children and vowed to bring attractive children's books home to Samoa when he finished his studies at KCC. For those students who want to become teachers, service-learning has provided a meaningful first experience in real classrooms. Only one ended her service-learning commitment declaring, "What was I thinking when I thought I wanted to be a teacher?" (But what an important early lesson!) Importantly for me, these students experience and apply the lessons of language and learning in ways that I, as their college reading teacher, could never plan or even anticipate.

Syllabus
ENG 21V
Developmental Reading

M. Hara

Eng 21V is designed to improve your reading, vocabulary and study skills so that you will be better able to handle your college reading assignments and increase your chances of success in your academic work.

COURSE OBJECTIVES:

Reading Skills:

- Adapt your reading rate and method of reading to your purpose for reading.
- Read at rates appropriate for sustained interest and effective comprehension.
- Identify main ideas and supporting details in paragraphs and articles.
- Recognize the structure and organization of paragraphs.
- Think more critically about what you read.
- Make valid inferences based on suggestions or evidence presented.
- Draw accurate conclusions and predict outcomes by logically putting together facts and details.
- Differentiate between fact and opinion.
- Identify the author's purpose.

Vocabulary Development:

- Demonstrate knowledge of college level vocabulary
- Apply contextual clues and knowledge of word parts in determining the meaning of unfamiliar words.

Study Skills:

- Apply the SQ3R method of textbook study to readings from various content areas.
- Demonstrate knowledge of test-taking techniques.
- Demonstrate knowledge of effective note taking techniques
- Mark and outline main ideas and supporting details in selected reading passages.

METHODS OF INSTRUCTION

Diagnostic testing to identify specific strengths/weaknesses and determine starting levels
Individualized work in reading
Lectures on vocabulary building, reading techniques, and study skills
Lab work
In and out of class readings and writing assignments based on readings
Conferences

Continued evaluation of progress and reassessment of prescribed work.

EVALUATION

You will earn variable credit (1-3) depending on the grade level increases made in reading and vocabulary as measured by the following:

1. standardized post-tests and periodic reading tests
2. Word Cues L vocabulary tests
3. Reading for Results tests and assignments
4. quality of lab work completed

THE SERVICE-LEARNING OPTION

Students in this class may choose to participate in service-learning as part of their activities.

- **What is service-learning?**

Service-learning means providing assistance to people in your community without getting paid, and the service you perform is related to what you are learning in your class.

- **Why should I do service-learning?**

Service-learning gives you an opportunity to make connections with people. In this class, many of the service-learning opportunities will involve people from a variety of cultures, you will have a chance to get to know people from different cultures. Your services will help others since you will be doing things that would otherwise not get done at all (you will not be taking over anyone's job). You may benefit, too. You may find talents and strengths you didn't know you had. You may choose an activity that is related to your planned career and get some experience in it, or you may end up performing a service that so interests you that you make it your career choice.

Service-learning also gives you the opportunity for hands-on-learning. If you like to learn by doing, rather than by reading or listening, service-learning is for you.

- **What kinds of activities can I do as part of service-learning?**

You may tutor elementary or intermediate school students, work with teachers in classes for newly-arrived immigrant children (especially if you speak a language other than English), read stories to preschool kids, set up and plan a Saturday morning reading program at Kaimuki Public Library.

I will go with you at least once when you perform your service-learning activity.

* **How much time do I have to spend doing service-learning?**

You are expected to spend about 25 hours performing your chosen service activity. There may be occasional meetings and workshops during the semester where you will share your experiences with other students doing service-learning. These meetings do not count as part of your 25 hour commitment.

* **How does the service-learning fit in with what we do in class?**

English 9V is a reading class. The activities you do in service-learning will help you understand the reading process better as you teach children the skill they need to read faster and with better understanding.

You will apply the SQ3R method of textbook study to readings.
In this class, you will learn to survey a book before you read it. You will learn to ask questions about what you will be reading to focus your mind on what the book says. You will learn to read more quickly while you look through the book for the answers to your questions. You will learn to organize and write down the answers you have found for your questions. This is the way good readers read. You will teach these same skills to children to help them learn to read well.

You will demonstrate knowledge of structural clues in determining the meaning of unfamiliar words. What do you do when you come to a word you don't understand when you are reading? Do you stop reading and look up the meaning of the word? This class will teach you to look for clues in the sentences around the word you don't understand. These clues may be synonyms, or words that have the same meaning as the word you don't understand, or antonyms, words that have the opposite meaning from the word you don't understand. There may be even be examples of the meaning of the difficult word in the sentences around it. Once you learn these clues, you will be able to teach yourself the meanings of new words every time you read. In service-learning, you will teach children to look for these clues in the books that they read so that they will increase their vocabularies.

Finally, you will draw accurate conclusions and predict outcomes by logically putting together facts and details. When you practice the reading skills that you will learn in this class, you will find that you can guess what the author of a book or article will say before he says it. This is because you will become an active reader. When you read to answer the questions that you have been asking yourself about the book, you will use your logic to put the facts and details the author uses in his writing into a pattern. At first you may be wrong about the pattern the author is drawing with his facts, but with more and more practice, you will be able to guess what pattern the author is using even before you finish reading the book or article. You will find that you can predict what the author will say at the end of the book or article before you finish reading. In the same way, you will teach children to ask questions

as they read books, or listen to books being read to them so that they become active readers. You will ask them to guess what the author will say.

* **How will I be graded for my service-learning?**

You will read a number of children's books at your neighborhood library, or use the special reserve collection at the Lama Library. You will select ONE of those books and write a half page summary or synopsis of the story the author tells in the book. The summary must be written in your own words. You may NOT use the words the author uses in the book. The summary will be checked for spelling, grammar and clear expression of ideas. You will then practice reading a children's story book to other students in class. You will use the book to teach good reading skills. The other students in your group will rate you on your reading and teaching. If your ratings are good, you may have the opportunity to participate in an extra credit service-learning project in which you have the opportunity to read stories to children in child care centers, elementary schools and the Kaimuki Public Library.

You will keep a journal and write down the details of your volunteer reading experiences. Date all of your journal entries. Write down something as soon as you finish your activity. Write for ten minutes straight without stopping after each volunteer activity. Note the name of the teacher of the class in which you read and the number of children who heard your story. You can write the positive and negative things that happened when you read your story and taught about readings kills.

Finally, write a paper of approximately 3 to 4 pages. The paper should be a polished, formal record of your thoughts about your service larding project. You should use the notes you write in your journal in order to write this paper. The paper should include the following parts:

I. Description:
   - What were your duties and responsibilities? (include the host teacher's name and the number of students you read to)
   - Describe your work situation and environment.
   - Describe the audience reaction to your reading.

II. Evaluation:
   - How did you change each time you did your volunteer activity?
   - What did you learn from your volunteer experience?
   - Did this experience affect your own personal goals and career objectives? How?

III. Integration:
   - Is there anything you would change about your experience to make it more valuable to you?

You will receive a grade based upon whether your book summary, journal entries, and evaluation papers were completed. The journal will be graded pass/fail. The evaluation paper will be graded for content, that is, were all sections completed and all questions answered? The paper will also be graded for structure, clarity, grammar and spelling. This grade will be substituted for one of the assigned book reports.

Sociology

Neghin Modavi, Ph.D.
Kapi'olani Community College
Honolulu, Hawai'i

Personal Pathways And Disciplinary Connections

Two years ago I started to incorporate service-learning as a component of my sociology course curricula in an effort to help students develop a truly sociological understanding of the nature and scope of social issues. My personal pathway to integrating service-learning as a part of my teaching philosophy and strategy is thus linked to the core principles of the field of sociology.

I began a teaching-intensive career as a sociology instructor at Kapi'olani Community College in 1992 and with each passing semester I became increasingly concerned with the inadequacies of traditional classroom and library-centered approaches to teaching. Two of my courses, *Social Problems* and *Sociology of Aging*, were particularly challenging. There appeared to be a missing element, an unexplored dimension that somehow kept the academic material on an abstract level and out of the realm of students' understanding.

Many of my students were not able to relate to actual living conditions and obstacles that people face when they experience problems such as poverty, homelessness, or domestic violence. These issues, needless to say, are at the core of my *Social Problems* course. Similarly, students in my *Sociology of Aging* course could not truly understand the problems that the elderly experience in our youth-oriented culture. Most of my students tended to accept cultural stereotypes and viewed the aged as a population of strangers.

Most students were able to understand sociological explanations on the abstract level and even managed to conjure them up in exams and written reports. However, their grasp of the sociological approach was, at best, tenuous. It was disconcerting to me, a teacher and sociologist, to see so many students resist the very foundation of the field by rejecting structural explanations in favor of individualistic ones.

My aim as a sociologist has always been to underscore the systemic nature of social conditions and problems. Contrary to popular belief, this does not mean that sociologists, including myself, ignore the role of personal responsibility for our actions and problems. Sociology as social science discipline highlights the cultural, political, and economic roots of our social arrangements. The core mission of the discipline is to sensitize students to the significance and power of social forces that shape individual circumstances and the range of personal choices. What is emphasized here is that individuals and society influence and shape one another. While our actions give form to society, the very structure of that society also constrains and shapes our actions.

My efforts in exposing students to the cultural, political, and economic roots of social arrangements and problems were often met with cynicism and disbelief. Like most other people, students were more comfortable with individual and psychological explanations, rather than social ones. In other words they were more likely to think that poverty and

homelessness, for example, are predominantly caused by an individual's lack of motivation, laziness, or some other character flaw. They seldom considered such things as lack of job opportunities, stagnating wages, or global competition as significant underlying causes.

While the vast majority of students are quite aware of dangers inherent in the idea of racial supremacy, for instance, they readily engage in social Darwinistic ways of thinking when it comes to matters of economic inequality. From this point of view poor folks are ultimately to blame for their station in life and their suffering; they are the unfit and unsavory elements in the social struggle for survival. Time and time again I have heard bright students recount stories of acquaintances who had babies solely to increase the amount of their welfare checks, or of people they'd known personally who cheated the system.

While most students acknowledged after some prodding that they also have known middle class or wealthy people who were corrupt or had children for financial motives, they still failed to appreciate the full extent of their selective perception and skewed observations. These harsh views toward the poor were often precursors to other statements denoting antiwelfarism and anti-immigrant sentiments.

Poverty and homelessness is, of course, only one example. Another area rife with rampant prejudice and stereotyping has to do with issues of gender inequality. The myth that some women ask for or deserve abuse (whether it is rape, domestic violence, or sexual harassment on the job) still reigns supreme. The primary image is that of a vengeful woman who brings false accusations that result in the prosecution and conviction of many hapless and innocent men.

A disturbing aspect of my observations had to do with the fact that these opinions were not limited to age, gender, ethnicity, or level of academic skills. Students from working class backgrounds and the well to do exhibited the same stereotypical views toward the poor. Women as well as men engaged in sexual stereotyping and typecasting. Similarly, mature students or those with greater academic abilities were not necessarily free of deep-seated misconceptions.

My initial reaction to these tenacious and culturally embedded opinions was to incorporate more research and statistical findings. After all, many governmental and academic studies conclude that there is no difference between the number of children born to welfare and nonwelfare families. The FBI's own figures, for example, attest to the very low percentage of false accusations and convictions in cases of rape and domestic abuse.

Although my arsenal of extensive and up-to-date facts livened up discussions, my evidence did little to establish a strong foundation for sociological explanations. Because of their lack of experience and first-hand knowledge, many students held onto prejudicial thinking and traditional but erroneous explanations, despite the fact that research often confirmed results to the contrary. Research results, they argued, can be manipulated and made to prove any point of view. Indeed, most of our discussions turned into debates over values and viewpoints rather than the role of social science in understanding and resolving social problems.

Of course I understood the temptation for accepting the individualistic or victim-blame explanations. Individual blame is an easy way to label a complex social problem and explain it away. This belief also serves to make one feel less accountable for social ills.

In addition to the field-related pedagogical issues, I was also becoming concerned with what I felt to be an erosion of a sense of social responsibility among many students. Reflecting our highly individualistic and competitive culture, students often expressed that they felt no obligation to help marginalized members of the community. They did not see themselves as a part of the problem or as a viable force in the solution of those problems.

In my view this apathy was possibly a reflection of a deep-seated socio-cultural alienation. It represented a sense of being overwhelmed by the magnitude of social problems. Although students often expressed their resignation to these problems, I wanted them to feel that they had the ability to exert control and effect change. The service-learning literature refers to this desire as promoting a sense of civic responsibility. I simply thought of it as socio-cultural empowerment.

I do not mean to augment the problems nor do I wish to portray my teaching as ineffective! On the contrary, I enjoyed the challenge and engaged in healthy intellectual debates. Yet I was frustrated and actively sought ways to address these concerns. Service-learning presented itself as an option as a result of a conversation I had with a former student from my Sociology of Aging course who came to visit me a year after he had completed the course.

I remembered him as a very articulate and a difficult student who consistently complained that the material in the course was simply opinions and debates among the academic elite with little basis in reality. A year later he came to see me in my office to let me know that I was, in his words, "a very good teacher" and that the material in the course was "all true."

This revelation was brought about because of his experience working with the elderly. As a nursing student he was required to complete an internship in a nursing home where, he told me, he was able to see all the issues we discussed in the classroom played out in real life. He stated that the academic material now made a great deal more sense to him and that he felt that he was a more capable nurse as a result of having the sociological training in conjunction with the field work experience. He felt that he had developed more empathy for the elderly and, as a result, he now planned to become a geriatric nurse.

This enlightening chat led me to begin thinking about incorporating some form of field work in my courses. Furthermore, I preferred a type of involvement that went beyond mere observation and research. I wanted students to personally and intimately connect with people and circumstances and to work toward a positive change in the community. My decision to incorporate experiential learning coincided with the Kapi'olani Community College's campus-wide effort to launch and promote service-learning. The timing could not have been any better.

I was not only able to get my students involved in community service, but I also had the opportunity to meet with and learn from many other faculty members in the college who were equally excited about the prospects of this new approach in teaching.

Our effort in integrating service-learning on the campus is going on its third year. It would be dishonest to portray service-learning as having addressed all my concerns. Service-learning has not been a panacea ,and I will expand on the pit falls and remaining problems in

the following section titled **Practical Considerations**. However, service-learning has proved itself to be a powerful teaching tool to those of us who became involved in it three years ago.

The service-learning experience has enhanced the education my students receive in the classroom. The academic material suddenly becomes interesting and relevant to their lives. Being placed in close working relationships with members of the community has often been an eye-opening experience for many of the students. They express how surprised they were at the scope of their misconceptions and prejudices prior to their involvement. Many of them also state that they felt a great deal of satisfaction from making a difference in the real world. Because of this, virtually all of my students who started service-learning as a class project have chosen to continue their service after the completion of the course.

Students involved in service-learning often bring this excitement and energy into the classroom and affect those students who do not participate in such field work. The sharing of service-learning experience creates a peer-led education environment and is beneficial for the entire student body.

Practical Considerations

Service-learning has been successful enough to keep me committed to maintaining it as a major part of my course curriculum. I continue to experiment with various mechanisms for its delivery. The following are some tips for successful incorporation of service-learning in sociology/social science courses.

Campus-Level Coordination. The degree to which different colleges provide administrative infrastructure for service-learning varies. While some campuses have in-house volunteer service offices, others may provide no mechanism to help the faculty with implementing service. In my experience, some degree of campus coordination and involvement is crucial.

Although Kapi'olani Community College does not have a permanent or a physical facility to manage service-learning activities, the administration has channeled resources to provide for a core of faculty members to act as coordinators. The contributions of faculty coordinators is invaluable. These bodies are able to disseminate information, prepare application and other necessary forms, and arrange and conduct campus-level trainings and other important meetings and workshops.

Among many activities hosted by the coordinators on our campus is an annual summer service-learning workshop. This week-long campus-level conference has proved extremely valuable in solving problems and generating new ideas.

Institutional Linkages With Service Agencies. One of the most important activities of the campus coordinators here at Kapi'olani Community College was their effort to establish a connection between the college and a variety of community service agencies. Rather than having individual faculty members be faced with such a daunting task, the coordinating body managed to research and contact many organizations and subsequently produced a directory of agencies to help faculty members make appropriate placement of their students.

The campus coordinators have also helped by periodically arranging meetings between representatives of agencies, interested faculty, and students. The face-to-face interactions have been very important in clarifying expectations of involved parties.

Equal Emphasis On Both The Service And The Learning. It is important to distinguish service-learning from other approaches to experiential education. Service-learning should not be limited to simply having students perform volunteer work for community agencies. Although volunteer work is worthwhile in and of itself, service-learning must be designed in a way that ensures that the service enhances the learning as well as the learning enhancing the service. Moreover, unlike some internship or practicum programs where students perform services in addition to the course, service-learning must integrate service into the curriculum.

I accomplish this integration in two ways. First, I have structured and organized the course material so that what students learn in the classroom corresponds directly to what they experience in the field. It is crucial that the course material make connections to what students are doing in the community.

This can be done through incorporating the issues in lectures, reading assignments, or library research projects. If the text book does not cover a particular topic, then it is imperative that supplemental readings provide that linkage.

Whatever the arrangement, the academic theories and research about the service-related issues must be covered in a timely fashion. A frustrating outcome is to receive a paper in which the students state that the course and service-learning were unrelated only because the relevant issues were covered during the last week of the semester, well after the due date for their reflective paper assignment.

The second mechanism I use to integrate learning and service is to require students to link their experiences and observations to research and theoretical arguments discussed in the classroom. This is done through maintaining a reflective journal and writing an essay paper at the end of the term. The main criterion for evaluating these writing assignments is students' ability to examine and analyze the course material in the context of their field observations.

The above suggestions pertain largely to content courses. It is also possible to integrate service-learning into social science methods courses. I plan to teach such a process-oriented course within a service-learning framework in the near future. In this course students will learn the basic methods of social science research and statistical analysis by conducting research for a community service agency. Here, students are not merely conducting research on agencies. Rather, they will actively assess community needs, and design, and carry out the inquiry as requested by a service agency.

Narrow The Field And Get Personally Involved. In my experience, a focused range of service options is a more practical approach to service-learning. Limiting the students' choices to a few selected agencies will lead to a more cohesive learning experience.

When I began experimenting with service-learning, I allowed students to choose an agency from the above-mentioned campus directory. I wanted students to be interested in what they were doing. However, this arrangement created more confusion than interest. The process of placing students with appropriate organizations took time and was frustrating to

everyone involved. Also, it is difficult for instructors to know about each and every agency. What students get to do may be different from what is stated in the information provided in the directory.

I now give students a choice among three agencies with which I have established a close working relationship. For example in my *Social Problems* course, students choose to work with a homeless shelter, a spouse abuse shelter, or an HIV/AIDS service agency. I have met with the directors of these organizations, visited the sites and have undergone their volunteer training programs myself. The upshot of this investment in time and energy on my part is that I am now better able to guide students. Most importantly, I am able to incorporate the most appropriate reading/lecture/video material to complement their experiences in the field.

Long-Term Tracking and Placement. An emergent issue we are faced with at the college has to do with helping students continue their work with an agency through subsequent terms. Often a worthwhile agency may have training requirements that alone surpass the minimum hours of service that an instructor requires for his or her course. The typical requirement at our college is thirty hours of service, however the spouse abuse shelter I mentioned earlier has a required twenty-hour training program before students get to work at a shelter site. These are instances where it would be most practical to help students begin a service-learning project in the course and continue their work in future courses.

The role of campus coordinators is crucial in this respect. They can develop plans for long-term tracking and counseling of students and for working with the administration to further highlight service-learning courses in the college catalogue during registration periods.

Guidance, Guidance, Guidance. Over the last two years my initial hand-out on the service-learning project has expanded and grown into an elaborate guide. I found it necessary to clarify my expectations, particularly those having to do with the nature of reflective writing assignments.

I provide my students with tips on how to distinguish between descriptive and reflective writing as well as a list of significant questions and issues to get them started. It is also a good idea to have samples of good and not-so-good written projects on hand to share with students.

Neither Extra Credit, Nor Mandatory! My experience with service-learning simply as an extra-credit option was a total disaster. Students only became interested in service-learning toward the end of the term when it became apparent that some of them needed extra-credit to pass the course, which, needless to say, it is too late to get involved in any type of service-learning. So I never offer service-learning as extra-credit anymore.

I also do not require my students to do service-learning. Community college students often have family and job obligations which may prevent them from volunteering their time. Moreover, some students are simply not mature or interested enough to handle an assignment that can be emotionally taxing. I give students a choice between writing a traditional library

research paper or service-learning. Those who opt for service-learning are often the ones who are able and interested enough to finish the project successfully.

Fast And Early Placement. It is best to place the interested students with an agency as soon as possible. Delays in placement are frustrating and often lead to a time crunch at the end of the term when students often find themselves unable to fulfill the required service hours.

Service Learners As A Classroom Resource. It is important to utilize the service-learning students as a resource in the classroom. The valuable insights of such students should be shared so that their classmates can benefit from their observations. Classroom and group discussions, in my experience, become more lively and focused when service-learning students are asked to speak about their projects. Students who chose not to participate in service-learning are themselves invariably interested in hearing about the service work of their fellow classmates. Often those students involved in a library research project on a similar issue become engaged in debates. This creates a cooperative and peer-led learning atmosphere that can not be achieved through lectures or assigned readings alone.

Syllabus
Introduction to Social Problems - Soc 218

Instructor: Neghin Modavi, Ph.D.

General Course Description & Objective

This course is a theoretical and substantive survey of the nature and causes of social problems; selected types to vary from semester to semester. Upon successful completion of this course, the student should be able to:

- Apply critical thinking skills to evaluate social problems.
- Detail and evaluate proposed solutions to social problems.
- Define sets of circumstances which become problematic for large segments of the population.
- Identify attitudinal changes toward social problems.
- Develop an objective approach to the observation and analysis of social problems in society.

More About This Course

This course focuses on selected problems as they relate to four areas of social inequality: class, race/ethnicity, gender, and sexual orientation. This course also places strong emphasis on writing and service-learning as teaching/learning strategies. Please read this syllabus carefully and develop a clear understanding of the nature of the assignment options, expectations, and evaluation criteria.

In addition to the catalogue-stated objective (listed above), this course intends to:

- Foster critical analysis of popular media and the coverage of social problems.
- Understand social problems as rooted in societal structure rather than individual shortcomings.
- Develop a better understanding of the scope and nature of social problems through experience and observation within the community.
- Foster a deeper sense of connection to the community and concern about comity needs.
- Generate a stronger dedication to resolving social problems.

Term Paper Or Service-Learning Options

In this course, you have the option of producing either (a) a library research paper **or** (b) engage in a service-learning project and produce required writing assignments. **Choose one option or the other. You cannot do both!** Both options have equal weight and are worth 55 (maximum) points. Students need to make a choice early in the semester. Please consult the course calendar in this syllabus for decision deadlines.

Service-Learning Option

The service-learning project requires you to donate your services (minimum of 30 hours) to a non-profit organization of your choice. The objective of this project is to link the academic material covered in the course to actual life situations in the community. In this way, your learning is not only enhanced beyond the classroom and the library but also makes a difference in the community.

The nature of service is integrated very carefully with the lecture and reading material. You need to make a choice among the following three agencies. Your instructor has established a working relationship and a well-structured framework for your services with the above agencies. These agencies are:

- IHS -Institute for Human Services (Homeless shelter/services)
- Pacificare (HIV care/services)
- Shelter for abused Spouses and Children.

Again, please consult the detailed guideline for the service-learning project that is attached to this syllabus. This handout spells out the objective, expectations, and procedure for engaging in service-learning. Refer to this guideline and the course calendar for due dates and additional information.

Note that the service-learning option also has a strong writing component. The project requires that you produce a reflective journal and a 10-page essay-type paper. Consult the guideline about these requirements before deciding on service-learning.

The grade breakdown for service-learning

Reflective journal	20 points
Essay paper	35 points
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Total	55 points

Also you need to be aware that service-learning is about commitment. Beyond the hours of service you will also be attending several campus-wide meetings and consulting with your instructor outside the classroom. You must take these demands into consideration as you make your choice.

Service-Learning Guideline

How does service-learning fit in its course?

Service-learning can be used as an option instead of producing a traditional (Library/Literature) research paper. That is, you can choose to either write a research paper **or** engage in service-learning. Both options have equal weight and are worth 55 (maximum) points. You need to make a choice early in the semester.

What is Service-Learning? What is its purpose?

The service-learning project requires you to donate your services for a non-profit organization. Service-learning goes beyond volunteerism. While the project is intended to provide much needed service in the community, it also aims to link the academic material covered in the course to actual life situations in the community in order to enhance your learning beyond the classroom and the library.

The primary aim is to provide an opportunity for students to examine the underlying social causes of social problems and assess the proposed solutions to these problems. Therefore, students are to engage in critical analysis of their selected issues through application of course material and classroom discussions.

Service-learning is a national trend in higher education in the United States. Indeed, instructors at KCC are among many college campuses in Hawai'i and other states who are exploring ways to connect community service to curriculum.

Again, it is important to stress that service-learning at college level is not envisioned simply as charity work. Although doing community good is significant and worthwhile, as college instructors we are concerned with education and social change. In this way, service-learning is regarded as an endeavor that engages students in deep critical thinking about the course material and, hopefully, fosters concern about community needs and dedication to resolving problems.

What is an appropriate service? What organizations and agencies should you approach?

Remember the course concentrates on four areas rife with social problems. These are inequalities in race/ethnicity, gender, class and sexual orientation. The nature of services in this assignment reflect this focus.

As stated earlier in the syllabus you have a choice of three (3) agencies to work with. They are:

- IHS - Institute for Human Service
- Pacificare
- Shelter for Abused Spouses and Children

IHS provides shelter and services for the homeless. Pacificare provides services for people with HIV. The services provided by the Shelter for Abused Spouses and Children is self-explanatory.

Note how the issues of gender, sexual orientation, class, and racial/ethnic inequalities weave through the problems of poverty and homelessness, wife battery, and HIV infection. Our purpose in the course and your objective in the assignment is to make these connections. Review the attached information sheets on these agencies at the end of this guideline for more information. Each agency highlights the range of tasks expected of volunteers. Phone numbers and names of contact people are also provided.

You need to know that these agencies require many hours of intensive training. The Shelter for Abused Spouses and Children for example requires commitment way beyond the

30 hours that satisfies requirements for this course. It is possible to coordinate this service with future courses you may take in this campus so that you may continue to satisfy service-learning assignments.

It is possible to work with agencies other than the ones listed above. The agencies/organizations must provide services for the community to alleviate or eliminate a social problem. Donating your time to social service programs sponsored by a church is acceptable. However, merely engaging in activities that proselytize a faith, no matter how significant and meaningful to an individual, is not considered service-learning by your instructor.

Moreover, you need to know that volunteering for organizations that promote sexism and racism in society also are also not acceptable.

Your instructor has a copy of *Service-Learning Program and Agency Directory* that will help you in linking up with local organizations that have expressed interest in working with college students.

Finally remember that **your instructor has to approve any and all placements**. So please, consult with your instructor at every step of the project.

What Are Student Obligations and Responsibilities?

It is important to remember that many of these agencies operate under heavy demands and have limited funds and time. Often, there may be staff who provide orientations and training for volunteers as well. Therefore, it is critical for students to think about the commitment they make to the agency. In addition, agencies are not interested in working with people who either don't show up or simply quit on clients who may have developed attachments to volunteers. Service-learning should **not** be chosen as an option by students who are not certain of their interest or availability in terms of time.

Few Points about Procedure/Requirements

Placement/Approval - Prior to contacting the organization, you **must** obtain the approval of the Instructor. This is to ensure that your choice fits the requirements set out by your instructor.

Remember, you are responsible for making contacts and arrangements and not the instructor. Do this by the third week. Then arrange to meet the instructor for a longer visit to discuss journaling and other assignments. Make sure to present a copy of your course syllabus and this guideline to the person you plan to establish contact with at the agency. It is important for them to understand the nature and scope of your assignment. You need to obtain their signature on an **Agreement Form** (which I will provide for you). In addition, the University of Hawai'i requires that you sign a **Waiver Form** (which I will provide also) prior to engaging in service-learning.

Doing Double Duty- You may find yourself enrolled in two or more courses that incorporate service-learning in the curriculum. You need to talk with the instructor if you are

involved in a service-learning project for other courses. Please do not attempt to satisfy requirements for two courses by a single service-learning project.

Attendance at Meetings - You must attend several campus-wide meetings.. The schedule will be set by the Service-Learning Advisory Committee later on.

Minimum Hours of Service - You are required to donate a minimum of thirty (30) hours of service to the organization. There is no maximum!

Writing Assignments

Writing assignments include a journal and an essay. Both require that you engage in reflective writing. This is a significant component of your assignment. Reflective writing is a type of writing that reflects on your experiences. In this course you are required to think deeply about community service in connection to social problems and social change. In other words you examine the underlying causes as well as solutions to problems based on your knowledge gained in class as well as your experiences in the community.

Reflective Journal - You must maintain a detailed journal. Your journal will be collected and evaluated mid-point in the semester and again at the end of the semester.

Begin your journal as soon as you finalize your placement. You should engage in some pre-reflection prior to getting involved in actual work--examine your goals, expectations and reasons for doing the type of work you have chosen. What do you believe the problem is caused by? What are your fundamental values with respect to this issue? Do you have any pre-judgments?

To help you in making your daily journal--you may reflect upon:

- How you grapple with issues, problems, and frustrations as well as accomplishments and positive learning experiences.
- Difficult (or disappointing) as well as satisfying experiences.
- How you attempt to link and synthesize text and lecture to what you experience and observe in the community.
- What are you learning about political, social and economic issues.
- Most importantly, what are the societal causes of these problems. In other words, do not limit your writing to what is happening and what you did but **reflect on why** certain events or behaviors take place.

The journal, then, is a chart of your growth and development, both academically and personally. Tips on maintaining a journal

- Separate the page in half. On one half write facts--what happened. On the other half, write your feelings and perceptions. Put more energy and thought into this segment.
- Do not edit as you write. Write your thoughts freely
- Observe confidentiality. Use pseudonyms.
- Write every day. Do not wait until the end of the semester. It won't work.
- While you are involved with the work, remember to examine the agency personnel. What is their relationship with their clientele?

Essay Paper (Analytic Summary)

This paper is a brief report (10 pages) that summarizes your reflections and experiences.

This analytic summary must link your experiences to the academic material covered in the course:

- Has this experience made your sociology course more relevant or interesting?
- Do you maintain the same views as to underlying sources of social problems as you did at the beginning of the semester?
- What solutions do you propose to change society for the better?

In addition, the report must address:

- History and mission of the organization
- Your exact duties and responsibilities
- Major problems faced by the organization (money, staff, policy)
- How did the experience compare to your expectations of it?
- Has this experience changed your view of government or social service agencies?

Developing Service-Learning in Developmental Studies

Elizabeth Bryer and Carol Gish
Santa Fe Community College
Santa Fe, New Mexico

Though the new and exciting field of service-learning has rapidly expanded to kindergarten through college, very little has been said about the appropriateness of service-learning for developmental studies (pre-college) level students. Since developmental studies courses have in the past been labeled "remedial," perhaps it has been assumed that these students are not yet ready for the rigors and challenges of service-learning. This is the story of one developmental studies department that has found that, on the contrary, ***service-learning is precisely what our students need to help them smooth the sometimes intimidating transition into higher education.***

We have chosen to tell this story together because the development of service-learning in our programs has itself been a process of dialog. Elizabeth Bryer coordinates the Service-Learning and AmeriCorps programs, and Carol Gish works with the Literacy Volunteers program. Implementing service-learning in our department has drawn our programs into closer collaboration. In addition, because we both teach developmental studies writing courses, we share a perspective on service-learning that is influenced by both classroom and administrative experiences. Co-authoring this article gives us the opportunity to continue our dialog on paper.

We have both become involved in service-learning in large part because of the supportive environment of the Developmental Studies department where we work. Under the guidance of Dr. Meredith Machen, the department was founded with a service/activist orientation that assumes that education should help students take leadership roles in their community and change it for the better. Our experiences teaching in developmental studies classrooms have also drawn us to service-learning. When we teach writing, the often challenging life situations of our students repeatedly calls us out of the abstract realm and require us to ground our teaching in the real experiences of our students. What will make writing skills relevant to students who are trying to carve out a little time for academic study in the midst of demanding work and family responsibilities? What can each classroom experience offer them now, to take home today? These are the questions we consider as we seek to engage our students in the new world of higher education. Thus, it has seemed natural to us to include out-of-classroom experience as part of the curriculum.

One of the biggest hurdles any developmental teacher faces is students' fears that they are not capable of "making it" in school. Every teacher of developmental students must be constantly sensitive to the learning histories which students bring with them into the classroom. Our students come from a variety of backgrounds. Some are successful business owners with expensive homes; some are single mothers on welfare; some are recent high school drop-outs who earned their GED's; some are middle-aged or older individuals who

have not been in a classroom for thirty or more years; some are recent immigrants. Many had previous experiences with school they would rather forget. Despite the fact many developmental students have raised children, held steady jobs, and been responsible members of the community in a variety of other ways, few seem to recognize they have any skills at all when they are placed in pre-college level classes. They start to believe their life experiences and the skills they developed through them don't "count" Their past experiences of academic underachievment weigh heavily on their minds.

Every developmental teacher must constantly be looking for ways to inspire in her students a faith that old patterns of underachievement can be changed and replaced with new patterns of success. Service-learning speaks eloquently to these challenges. First, by asking students to look at what they have to offer instead of what others have to offer them, ***service-learning requires that students focus on their strengths***. Secondly, our students are those who dropped out of school, or who did not excel in traditional skill areas. Thus, they are the most likely candidates for service-learning activities which ***focus on learning styles and skills not emphasized in traditional education***. Third, by encouraging students to participate in service-learning activities, we allow them ***to build a bridge to academics from a work setting that may be more familiar and successful for them***.

Over the last ten years, our department's service orientation has grown from an ideal to an articulated focus that includes *credit courses for volunteer service*, *a service-learning office*, an *AmeriCorps program*, a *Literacy Volunteers program*, and *curriculum-based service-learning*. The process of integrating service-learning into developmental courses and services began six years ago when Dr. Machen developed a course entitled *Human Development 170--Volunteer Service*. Through *Volunteer Service*, students do 30, 60 or 90 hours of service and receive 1, 2, or 3 credits for their work. There are no class meetings; instead, students work independently on service projects and fulfill other course requirements to receive credit. In those early days, due to lack of funding, there was only limited support and guidance available for these volunteers. Students turned in a log of their volunteer hours and a paper on their experiences at the end of the semester in order to complete the course.

Despite the lack of infrastructure for the course, many volunteer service students succeeded memorably. One researched and designed a plan for a city-wide busy system that was instrumental in getting the city to consider busses that ran on natural gas. Another student, who wished to study physical therapy, placed out of introductory physical therapy courses when she transferred to a 4-year college because of her extensive service work in that field. Another practiced his Spanish skills by translating for native Spanish speakers at the municipal court.

It was these success stories that inspired Dr. Machen to write a grant proposal to the Corporation for National Service in 1994. Santa Fe Community College applied for Learn and Serve/Higher Ed and AmeriCorps funds and received both. With support from the Corporation, we were able to set up a Service-Learning office for the first time and expand the curriculum and support provided to student volunteers. *Volunteer Service* students now keep journals and participate in a number of other reflection opportunities, sign contracts with the agencies with whom they work in which they define their learning objectives, and are evaluated by their agency supervisors at the end of the class. Word-of-mouth and weekly

notices about the course in the student newspaper have increased enrollment in the course over 100% since the first year of the corporation grant to roughly 50 students a semester.

The added support and reflection available to *Volunteer Service* students has noticeably improved the quality of their experiences. Having a service-learning office means there is a staff person available to call students during the semester to see how their service is going and to help them troubleshoot when problems come up. Often, it is the most challenging circumstances which are the most educational, but without the one-on-one support of service-learning staff, many volunteers prefer to ignore frustrations they are experiencing at their worksite rather than work them through. With support staff on hand, students often have the courage to practice problem-solving and communication skills at their worksites.

Like the *Volunteer Service* course, the AmeriCorps program was designed with developmental students in mind. What Dr. Machen envisioned was a leadership training program in which adults who were once at-risk themselves tutored and mentored at-risk youth at three public schools. We focused our recruitment of 20 part-time AmeriCorps members on students in Developmental Studies. We told applicants concerned about the level of their academic skills not to worry; they did not need college degrees in order to be effective tutors and mentors.

Developmental students were much more difficult to recruit than other more highly skilled community members. Many developmental students have limited financial resources and could not afford to work part-time for a living allowance that comes out to $5 an hour. Nevertheless, at least one third of the first 40 AmeriCorps members have been students in developmental studies programs.

Through AmeriCorps we have learned much about the power of enlisting students in developmental studies programs to do service work. First of all, we have learned that college students with low English and math skills can be exceptionally effective tutors and mentors. Though these members did not achieve exceptional success in school, the fact that they nevertheless made it to the community college means they are developing resiliency and the skills they need to motivate themselves--skills that they readily model for the children they serve. When one tutor was confronted with helping a child with math problems she herself did not know how to do, she realized that "if I face my own fears about math and ask another tutor for help in front of the kids, maybe they'll understand that it's okay not to know things and that you never really stop learning and needing to ask for help." These mentors naturally identify with their mentees. When introduced to the low-achieving students with whom they will work, they reject any conventional notions that those students are "lazy" or "bad" and immediately concern themselves with how they can help the student learn. What these tutors understand is, as one AmeriCorps member wrote in her journal, "every student wants to do well."

The mentoring relationships that formed in AmeriCorps were as profound for the mentors as they were for the mentees. AmeriCorps members in developmental studies programs were particularly changed by their experience of providing 900 hours of tutoring and mentoring. What we saw these AmeriCorps members experience is a pattern that is

becoming increasingly familiar to us as we recruit more and more of these students to perform service.

When a student who believes he doesn't know anything about writing is asked to tutor a third grader in English, at first he may express fear and doubt that he has anything to teach. He thinks, "I don't understand the difference between an independent and dependent clause, so how can I help a third-grader?" When he is reminded that most third graders are still learning to read and spell and that many who need tutoring don't even speak English, the college student's confidence is increased. He starts to remember what he does know: how to read, how to write a simple book report, how to speak. The tutor begins to focus on the skills that he has to build on. While helping other, younger students develop the confidence and skill they need to succeed, he will develop the skills he needs to succeed himself: the ability to see what's going right in the learning environment instead of what's going wrong, the ability to note even small signs of progress, the ability to believe absolutely that learning will take place even if not at the pace originally expected. He will also see first-hand the factors that endanger the learning process: becoming overwhelmed by the learning tasks at hand, becoming discouraged by mistakes, the fear of failure that can become so powerful that a student resists learning. Seeing these dynamics in another learner teaches the college student much about how learning does and does not happen and resonates powerfully with his own experience in developmental classes. As one AmeriCorps member put it, "The students are my mentors as much as I am theirs."

What we saw with both the improvement of the *Volunteer Service* course and the establishment of the AmeriCorps Program that came with our Corporation grant was that students who might be unexceptional in the classroom could be exceptional at a volunteer site, and that success in the latter could spread to success in the former. By placing these students in situations where they feel powerful and effective, we remind them of the skills they have to build on in a classroom setting. In addition, by requiring that they keep journals and write papers about their service, we allow them to use their strengths as volunteers as bridges to the development of more traditional academic skills. One AmeriCorps member, who had spent 12 years working on an associate's degree, made the dean's list for the first time during her AmeriCorps year of service. She credits the program with making her a stronger student. "It wasn't until AmeriCorps," she said, "that my education made sense."

Now that we have a service-learning office, the department has been able to take what we have learned from the AmeriCorps program and begin to incorporate service-learning directly into other course curricula. Dr. Machen and Elizabeth are promoting the idea of curriculum-based service-learning throughout the college by meeting with instructors and setting up faculty in-service presentations. Along with the Nursing, Education, Human Services, and Business faculty, Developmental Studies teachers and staff have been particularly responsive to service-learning as a pedagogy. The Adult Basic Education program, as part of its five-year goal-setting process, has adopted the goal of integrating service-learning into GED (high school equivalency) courses, with a special focus on service-learning projects for younger students who may not yet be able to take the GED test, but who need to be involved in a stimulating school program that treats them like adults. Adult Basic Education students are also encouraged to engage in volunteer work that helps them

explore a certain career interest, or to work as tutors or volunteer office staff within the Developmental Studies program. Even though they do not yet have their high school or GED diploma, they can enroll in the volunteer service course and start building college credit.

Curriculum-based service-learning is also becoming a compelling way to encourage the college student body to participate as tutors in the Literacy Volunteers program. Carol is developing a course which combines the developmental studies writing course, *English Review*, with volunteer tutoring of students learning English as a Second Language. Students can earn 1, 2, or 3 additional credits through *Human Development* 282--*English as a Second Language Tutor Field Experience*.

In this combined course, the focus of the tutoring experience is to empower the *English Review* students as learners. Students will be encouraged to examine their own learning process and consider different learning styles in order to discover the most effective way to tutor their students. By placing students in teaching roles, Carol hopes to help them discover that teachers don't have to know all the answers. Students who view teachers as experts instead of facilitators of learning often have a hard time being active, questioning learners. Breaking out of this pattern will help students become more responsible for their own educational choices.

Because the service agency, Literacy Volunteers, is housed on campus, the logistics of arranging service opportunities will be simplified. *English Review* students will attend a four-part workshop on tutoring techniques. They will be matched with ESL students who are on campus for ESL classes, and who want to put in extra time studying. For the hour before the *English Review* class, the classroom will be turned into a tutoring center where tutors can meet with tutees in a supportive environment where others are doing similar work, and where the instructor is available for guidance. *English Review* papers and journal topics, as well as classroom discussion, will provide a space to discuss and reflect on the tutoring experience.

We have learned that flexibility is key in providing service-learning experiences to students in developmental studies. Most community college students have jobs or children which are understandably higher priorities for them than their classes. The self-paced nature of the *Volunteer Service* class has been ideal for students who want to squeeze in 3 extra credits by volunteering weekends or evenings. At times, however, the self-paced nature of the class has made it hard for student volunteers to see themselves as part of a larger movement on campus of students taking leadership roles in the community. The resulting isolation can sometimes undermine the motivation of volunteers facing particularly challenging situations at work sites. Carol's *English Review/Tutoring Field Experience* class and a new requirement that *Volunteer Service* students attend at least one two-hour reflection session with other volunteers during the semester will address this problem. Following the model of the Praxis Program at TVI in Albuquerque, the *Volunteer Service* reflection sessions will be offered at several points during the semester at varying times.

Curriculum-based service-learning may need to be defined differently in developmental studies than in other departments. Because *Volunteer Service* students can design their own service project and because we do not require that their projects be directly related to their more traditional studies, only about half of the *Volunteer Service* students can

design their own service project and because we do not require that their projects be directly related to their more traditional studies, only about half of the *Volunteer Service* students end up doing "service-learning" projects in the strict sense of the term. It is for this reason the course title "Volunteer Service" was not changed when the Service-Learning Office was established. However, since developmental studies classes require so much confidence, courage and perseverance of students, these issues are an explicit part of developmental studies course curriculum. Every type of volunteer work that enhances these qualities can be seen as an effective teaching tool and therefore tied closely to the developmental studies curriculum. Whatever the correct terms for the work these students are doing, its power to remind them of the skills they have to build on and the achievements they've already attained may be just enough to inspire them to persevere in the classrooms where success has, in the past, been more elusive. Even the suggestion that they have skills to offer is enough to give students a completely new way to see themselves, as this student journal so vividly illustrates:

I don't know if I should really be saying this since I've never actually taught anyone English. Maybe I feel the way I do about it because I feel that I should be more qualified for the task like than what I am now... My family has never really been involved in any type of community service. This could be why I have never considered volunteering myself. I think that it would be nice to give it a try sometime. The biggest obstacle I face in doing this is not being too sure of myself. I suppose that it would all depend on what it is I would be volunteering for. Manual labor would be fine, but teaching someone English or math would make me feel uncomfortable. Teaching English would definitely be a challenge for me. When I stop and think about it, I begin to wonder what it would be like and all of the challenges that it would be composed of. I suppose that it would also be a question of how badly you would like to aid someone. Now that I think of it, maybe it is time to break with tradition and start anew.

English as a Second Language Courses

Lin Griffith
Glendale Community College
Glendale, California

English as a Second Language and Service-Learning are an obvious pairing. Students in these courses often express a desire to use English in natural, purposeful situations with native speakers, or at least with people who do not share the learner's native language. Three models involving courses on differing skills at various proficiency levels at Glendale Community College, a school of 14,000 in a suburb of Los Angeles, have confirmed the "fit" of Service-Learning to ESL and at the same time revealed the complexities of that fit.

Students in an intermediate speaking/listening course are not yet proficient enough in English to hold jobs, yet they know enough English to communicate in a basic way. Our Volunteer and Service-Learning Center (VSLC) places these students at a local retirement home for one-on-one dialog sessions with a retiree. Before their first session, they practice in class asking questions on appropriate topics. Then, as they visit the retirement home an hour a week for eight weeks, they gather data for class discussions on topics relating to American culture. They also write in journals, discuss in groups their progress and frustrations, and give a reflective oral report at the end of the semester. Although some students are initially reluctant to enter homes for the elderly, final reports focus on friendships, lengthy and meaningful conversations, and gains in vocabulary, listening comprehension and self-confidence in English. They also feel the satisfaction of doing good for others as their new friendships lead to running errands, repairing bookshelves, bringing hot soup, and exchanging gifts.

Jen Sun Shi's journal entry reflects on a first session:

When I went to "Windsor Manor" last Friday I was very nervous... I thought to converse with old people was not comfortable in any language. However, "Windsor Manor" was warmer, cozier and more beautiful than I had expected... I met Louise... She had a problem on the spinal column. She who was white, tall and had a tough constitution, liked "Scrabble" game.. She taught me how to play it... and I got several new words from the game. She and I really enjoyed playing it. "

Clearly, intercultural learning accompanies language learning in this project.

In an upper-intermediate course in reading, writing and grammar, success rates have suffered because students lack adequate exposure to English, especially through reading. So students are placed in child development centers. After receiving training by K-12 specialists and a public library children's librarian on selecting books and reading them aloud effectively, students read many books, select a few, practice reading them aloud, then read them to two K-2 children at a time weekly for ten weeks. They write weekly journal entries evaluating the progress of the children and of themselves toward present goals, and they reflect on their experiences in groups during class. After ten weeks, students write on each of various

benefits--language skills, parenting skills, values clarification, career exploration, 'giving back' to the community and acculturation. Class groups collect these evaluations, and each group prepares a different topic as part of a class report sent to the funding source and community agencies as a "real" writing task.

According to one such report,

Many of the students had never read to children before this program, and because we did not want to have a difficult time while reading to the children or disappoint them, we started to go to the libraries and read many children's books each week... With the help of VSL (Volunteer/Service-Learning), some of the students realized that we need to pay more attention to the children of our community, because there are many children that spend most of their days at the centers and have no one to read to them. These children need people like us to read and interact with them.

(Rebeka Megerdichian, Cicely Hunjaya, Arusyak Nikogosyan and Koji Isabe)

Throughout the semester the reading, summary and grammar exercises and in-class essays responding to articles that build skill for writing such a report are all on topics related to community service or reading aloud and thus contribute to making this a content-based course in which all activities are connected by service.

In a third course, an advanced reading and writing course, students learn academic reading skills, write essay tests, learn to do library research, and write a research paper; students who pass are eligible to take Freshman English. The addition of Service-Learning to this course forms a connection between reading, research and writing. The student browses the listings maintained by the VSLC and selects an agency that is as closely related as possible to the student's intended career. During the early weeks of the course she also reads books related to her major. She writes dialog journal entries about both activities. As she searches for an issue to research, she discusses her Service-Learning and library reading in groups with students of similar interests. She evolves a thesis that she can support both with library research and with experiences and observations from her Service-Learning. Having the opportunity to try out her career in advance--to observe and interview people doing the future work, to do some of that work herself and see how that feels--has proven immediately popular.

After a session at an elementary school, Parkoohi Panosian, who is considering becoming a teacher, noted in her journal a feature of American education very different from that of her country:

The math game that they played yesterday was very interesting to me... They learned how to buy... some items with prices and they should choose the items with given money. After my researching I have some idea of creativity. I can understand why they are doing these things. Freedom of thinking gives the children creativity, which is more important than learning more materials without thinking.

By reflecting on her classroom observations, Parkoohi developed questions which led her to a thesis about the role of creativity in education. She and her classmates discovered that integrating theory and practice lends reality and purpose to coursework.

A particular problem of introducing Service-Learning in ESL courses has been that the recent immigrants who are the majority of our population are in a survival mode, working long hours and caring for families, and feeling their foremost obligation to be toward their family, not the wider community. While most students welcome the interactions with native speakers of English, a few students find the extra time for travel to off-campus sites an impossible burden. As a consequence, the GCC Credit ESL Division has established the policy that there be an alternative, on-campus (lab or library) option to Service-Learning for meeting course requirements. Other considerations important to success are adequate English proficiency levels for the tasks, sufficient training, a clear presentation of students' duties and responsibilities as well as rights, and a means of closure (e.g., certificates, lunch). With careful planning to meet objectives and avoid problems, a Service-Learning component can add a most memorable dimension to an ESL course.

Service-Learning in an *Integrated Learning Community* Program

Gerry Rasmussen, English and Communication
Elizabeth Skinner, Reading
GateWay Community College
Phoenix, Arizona

The CLOUT Program

GateWay Community College, one of ten colleges in the Maricopa Community College District (MCCD), has developed an Integrated Learning Community, CLOUT, which uses Service-Learning as the central point of integration. GWCC has initiated a series of Integrated Learning Communities which combine several courses within a single program of instruction presented to a single cohort of students by a team of teachers. The purpose of the CLOUT Integrated Learning Community is to integrate three college level language communication skill courses around the theme that language skill is power. The nine credit community consists of:

COM 100 Introduction to Human Communication
a survey course covering interpersonal communication, small group communication, and public speech

CRE 101 Critical and Evaluative Reading I
a source based reading course focusing on critical thinking, evaluation, analysis, and synthesis

ENG 101 First Year Composition
a first semester course covering expository writing

The primary goals of CLOUT are to:

- increase learning by identifying and reinforcing commonalities in the speaking, reading, writing processes,
- encourage a level of critical thinking and skill acquisition which would surpass that of a student taking each of the three courses independently, and
- increase the retention and success of at-risk students.

Some students entering CLOUT have taken developmental classes, while others have scored directly into the college level English and reading courses on the college assessment test. The majority of the CLOUT students have been at-risk students. Some of the students

were currently dealing with overwhelming physical and/or personal problems. Some had a history of social, economic, and/or personal problems (i.e. former gang membership, drug related problems and/or prison records, teenage pregnancy).

Curriculum Approach

The Learning Community approach represents a departure from current practice, and it requires a major restructuring of the curriculum.

Care is taken to ensure that by the end of the semester, all competencies from all three courses are covered. However, daily lesson plans and assignments are topic driven rather than course driven. Consequently, on any given day, time is not necessarily equally spent in each of the three courses. For example, we spent an entire (4 hour) day covering speech presentation and another covering small group communication. This same approach applies to the critical reading course and the English course. Effort is made throughout the semester to identify and discuss complementary and parallel themes across the three courses. Table One shows the integration of concepts as identified in CLOUT. Assignments are graded by one or both of the instructors identified with one or more of the three courses.

CLOUT was taught as a series of overlaps in curriculum. Early in the semester, key concepts of communication were presented in all three courses. By mid semester, information specific to two of the courses was being presented. Focus was on essay interpretation (emphasized in reading and English), public speech writing (emphasized in both communication and English), and small group practice (emphasized in both communication and reading). At the end of the semester, content specific to individual courses was presented (essay critiquing in reading, essay writing involving argumentation and comparative analysis in English, and public speech in communication).

Without the Service-Learning project, the integration would have begun to unravel here, resulting in confusion. However, with Service-Learning, even content specific to individual courses was integrated as assignments were tied into the Service-Learning project.

Service-Learning in CLOUT

Structure

The Service-Learning component in CLOUT began during the third week of the semester. The intent was to use Service-Learning as a true learning tool; to emphasize the learning component in the Service-Learning concept. Our students worked in small groups of 4-6 members with a homebase at a local middle school located in a primarily low income neighborhood and serving primarily at-risk children.

Preparation

An overview of the perspective outlined in *The Quickening of America: Rebuilding Our Nation, Remaking Our Lives* by Lappé and Du Bois (See Table Two) was given to the students about three weeks into the semester. The Service-Learning Coordinator visited the

class and discussed the concept of Service-Learning. She also gave all the needed information regarding policies and paperwork.

TABLE ONE
Areas of Concept Integration in CLOUT

COM	General Concepts CRE	ENG
Intentional and unintentional messages	Reading between the lines	
Feedback or environmental cues	List of feedback cues makes reading difficult	
Transactional (at best)	Linear	Transactional (at best)
Empathy	Approaching the reader in an open manner, not allowing emotion to block thinking; metacognition; secondary ignorance	
Nonverbal communication and paralanguage	Tone	Tone

COM	Perception CRE	ENG
Selective Perception and Perceptual Set	Problems with observational evidence	
	Emancipatory learning	
Proximity	Idea and correlation in discussions of cause and effect	Organization of cause and effect
Enlarging and simplifying	Propaganda technique	
Ethnocentrism	Ethnocentrism	
Stereotyping	Emotion interferes with critical reading; individual perceptions affect the understanding of a passage if attention is not paid to reading	Clearly stating your point so the reader can separate your point from the reader's reaction to your point

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TABLE ONE (continued)

COM	Language CRE	ENG
Connotative language and misunderstanding	Connotative language	Definition
(Lack of) concrete or specific language; connotative words	Euphemisms and loaded labels	Inability to get point across
Misunderstandings which result when using abstract language	Vagueness	Misunderstandings which result when using abstract language
	Ability to understand more universal concepts by understanding abstract language	Raising level from personal to universal
Using informative and persuasive speech	Understanding informative and persuasive language	Using informative and persuasive language

COM	Argument CRE	ENG
Persuasive speech	Understanding the position of the opponent	Refuting the position of the opponent

COM	Thinking CRE	ENG
Detail (credentials and use of facts)	Critical thinking	Detail (credentials and use of facts)
		Writing should be based on experience and the relation of detail to larger truths
	Dialectic thinking	Argument--need to recognize the best points of the opposition (for the purpose of refutation)
Self concept	Make a decision	

FIGURE ONE

GWCC CLOUT INTEGRATION

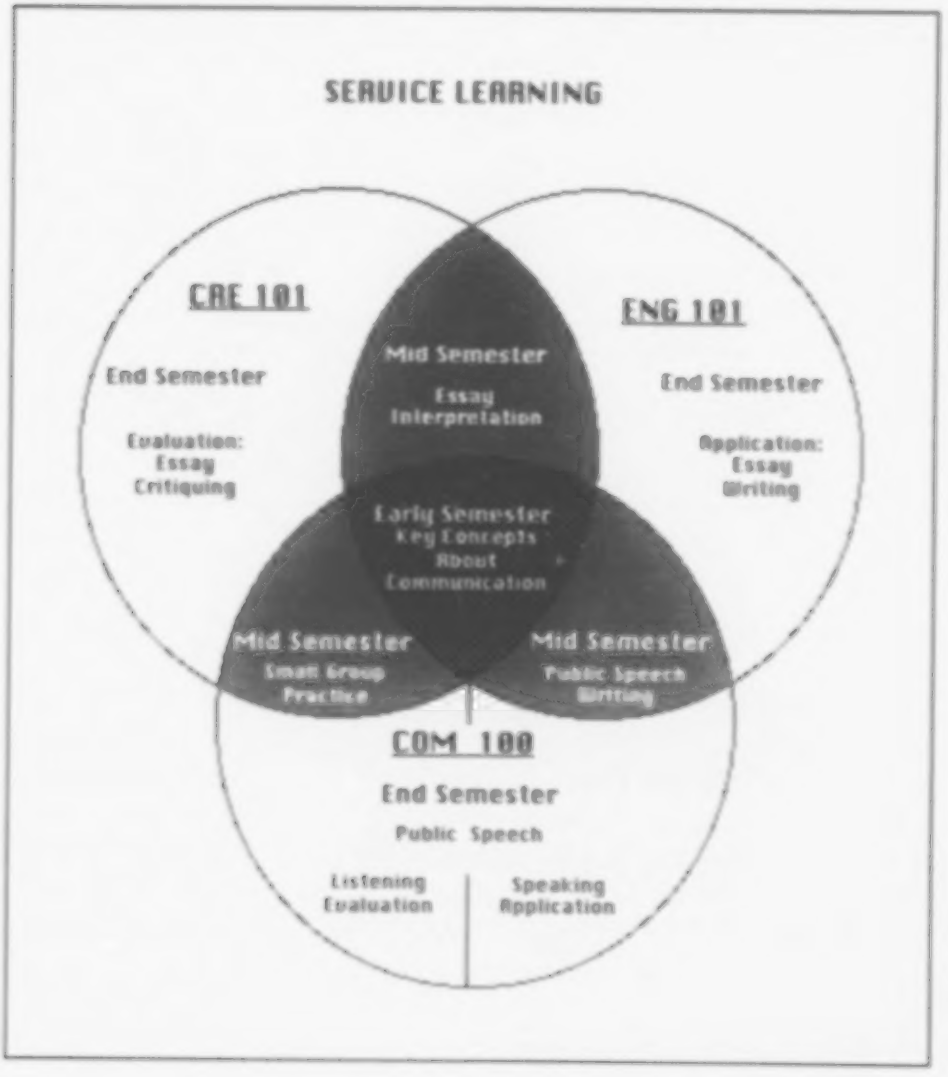

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TABLE TWO

The Service-Learning Concept

In the face of distress, typically, our culture communicates that there are only three ways to respond:

1. Give up! Just focus on doing well ourselves because we are unable to change the world.
2. Protest! Make demands. Fight for the right choice--and get a few rewards for feeling self righteous.
3. Sacrifice! Deny your own self-interests in order to relieve the suffering of others.

New Choice: The Concept of Service-Learning
Get involved in quiet change. Benefit self and others in the culture.

Myths of Public Life

Myth 1: Public life is what someone else has.

Limiting Myth: Officials and celebrities--people who want to be in the limelight--have public lives. Public life is for the educated and the experts. It's also for "activists"--people who like making waves.
Empowering Insight: We each have a public life. Every day--at school, where we work, where we worship, within civic and social groups, as well as at the polls--our behavior shapes the public world. Public life draws on the strengths of all of us.

Myth 2: Public life is unappealing and unrewarding.

Limiting Myth: Public life is a necessary evil, a means of protecting our private lives. Public problems are just too big. It's too depressing to get involved against such odds. It's too easy to burn out.
Empowering Insight: Public life serves a deep human need: to know that one's life counts and can make a difference the larger world. It is just as essential to our growth and happiness as is private life.

Myth 3: Public life means ugly conflict.

Limiting Myth: Public life is nasty. It's cutthroat. . . It's all about conflict, while most people just want some peace and harmony in their lives.
Empowering Insight: In public life we encounter differences. . . But conflict doesn't have to be nasty or destructive. It can be healthy and informative, bringing insights about ourselves and new perspectives for solving problems.

Myth 4: Public life competes with a satisfying private life.

Limiting Myth: Most of the time public life simply interferes with a healthy private life.
Empowering Insight: Public life often enhances our private life.

Myth 5: We must squelch our self-interest for the common good.

Limiting Myth: We should enter public life to serve the common good, trying to leave our own interests behind.
Empowering Insight: Trying only to serve others in public life can defeat the goal of creating healthy communities. Acting on our own interests, as well as those of others, can be legitimate as well as constructive.

Myth 6: Public life is about pursuing our selfish interests.

Limiting Myth: Selfishness--pursuing one's own immediate gain--is inevitably what brings us to public life. We figure out our own self-interest and fight for it in public life.

Empowering Insight: Selfishness can defeat our own interests. As individuals, we come to understand and fulfill our self-interests fully only when we interact with others.

Myth 7: Power is a dirty word.

Limiting Myth: Power is evil. It is corrupting. It is used by a few power holders to block change benefiting others.
Empowering Insight: We cannot realize our values or goals without power. Power is the capacity to act publicly and effectively, to bring about positive change, to build hope.

Myth 8: There is only so much power to go around.

Limiting Myth: Since there is only so much of it to go around, the more power you have the less there is for me.
Empowering Insight: Relational power expands possibilities for many people at once. The more you use it, the more there is.

Myth 9: Power is a one-way force.

Limiting Myth: Power is a one-way force over someone. It means you're in control and can get others to do what you want.
Empowering Insight: Power always exists in relationships, going both ways. In relationships, the actions of each affect the other, so no one is ever completely powerless.

Myth 10: Power is about today's victories.

Limiting Myth: Power is measured by the victories you achieve now.
Empowering Insight: Power is more than today's visible results. You can reach your short-term goals and still have lost power. Wielding power relationally builds future power.

Pragmatic Reason to Support the Service Learning Concept

Today's executives realize that in order to increase productivity and improve quality--maybe even to survive--they need:

- Lifelong Learners
- Planners and Problem Solvers
- Team Players

Lappe, Francis Moore, and Paul Martin DuBois, *The Quickening of America: Rebuilding Our Nation, Remaking Our Lives*. San Francisco: Jossey Bass, 1994.

A discussion of the Service-Learning concept was followed by selection of groups. Groups were arranged during class time based on time availability. It was necessary to have fall back sites in the event a student was never available to attend during home base time.

Service-Learning at GWCC is always voluntary. The instructors have an alternative assignment ready for students who do not wish to participate. In the CLOUT program, however, students are highly encouraged to participate since the assignments and the site are carefully selected to enhance the concept of CLOUT--the power of language. All CLOUT students have chosen the Service-Learning option. The few students who were interested in taking part in the project, but who (for various reasons) were unable to attend a site were allowed to participate by working with their group to find a task which would benefit the group.

Their task was to develop an intervention strategy designed to teach middle school age children that there is power in learning communication skills and thus to encourage them to stay in school. The students were told that the project would consist of developing of a strategy and carrying out this plan at the middle school site over the course of several visits. About four weeks were allotted for planning time and about five weeks were allotted for site visit time. Although some planning time was built into the in-class schedule (as part of the small group communication component in COM), students were expected to hold additional meetings outside of class. Students were also expected to attend the site during out of class time. They went to the site on numerous occasions (approximately 8-10) to present their plan.

Service-Learning Assignments

Students chose a topic which emerged from their experience, and numerous major assignments from the three classes were designed around this topic. Over 55% of the course grade in COM 100, 25% of the grade in ENG 101, and 20% of the grade in CRE 101 was integrated and tied into the Service-Learning experience.

Emerging issues were identified by individual students. Instructors spent a session modeling identification of possible emerging issues by using a parallel, and hypothetical, Service-Learning experience. Instructors and students identified some possible issues emerging from experience in a nursing home; issues such as elder abuse, euthanasia, and pharmacology therapy were identified as issues which might emerge from this experience. Students then used this discussion to model an approach to identifying an emerging issue in the CLOUT Service-Learning project. Instructors did not give students any help in identifying the issues which might emerge from the Service-Learning experience in CLOUT. Students identified many interesting issues such as teenage pregnancy, disciplinary practices, minimum GPA requirements for athletes, the need for education, and gang membership. Based on these issues, they worked on several major course assignments.

COM 100 Assignments

The CLOUT instructors used the same assignments that are required in stand alone courses; the one difference was that the topic emerged from Service-Learning.

Major Service-Learning Report

Each group was responsible for two major projects. The Service-Learning Group Report (10% of the course grade) was submitted at the end of the service-learning experience. Students received a group grade on this assignment. Table Three displays the report format.

Major Group Project Presentation

Students also prepared and delivered a 20 minute Group Project Presentation in which the group described their experiences to the audience. Audience members included college administrators and the Service-Learning coordinators as well as the instructors and classmates. The presentation received a group grade and was worth 10% of the course grade.

Table Three
SERVICE-LEARNING REPORT

The service-learning report will be written in lieu of the research paper identified on the syllabus. All other expectations apply. This report will be the primary content of your group presentation. The report will include the title page and the following headings:

BACKGROUND
Explain the course and the service-learning concept.

MEMBERS
Describe the individuals in your group. You may describe the background, assets, experience, etc. of each individual.

SITE
Describe the institution in which you fulfilled your service-learning. After some demographic information (name, location, type of institution, etc.) you may describe the administration and staff. Include a description of the subjects (the children with whom you worked).

GOAL
Explain the plan that your group developed for the service-learning project.

METHODS
Describe the organization of your project. This will include several subheadings:

Planning:	the settings in which you planned your project
Organization:	the meetings you had with administrators, teachers, etc.
Delivery:	the experiences you had when you delivered your plan.

PROBLEMS
Describe any problems encountered as they apply to individual members (work schedule problems, baby-sitting problems, etc.)

OUTCOMES
Describe any positive and negative results from your experience.

RECOMMENDATIONS
Address any recommendations you may have for the school in terms of using this site for future service-learning experiences similar to yours.

APPENDICES
Include any handouts provided or supplementary materials used in delivery.

Agenda and Minutes

Small group meetings were held both during class time and out of class. Each group turned in weekly agendas and minutes of group meetings. Students received a group grade on these assignments, and the grade was entered into an In-Class Project category worth 20% of the course.

Individual Reflections

Each individual turned in weekly reflections which focused on the interpersonal interactions within the group and on group dynamics. Students were graded individually on these reflections, and the grades comprised 10% of the course grade.

Information Speech

Individual students prepared and delivered a 6-7 minute information speech. The topic was related to the issue which emerged from the Service-Learning Project. Students received an individual grade worth 15% of the course grade. Because this speech was given midway through the semester, students were allowed to change or modify their emerging issue after the information speech as desired.

Persuasion Speech

Individual students prepared and delivered a 6-7 minute persuasion speech. The grade was worth 20% of the course grade. The topic was related to the issue which emerged from the Service-Learning Project. This same issue was used in the ENG 101 argument paper and in the CRE 101 reading project.

ENG 101 Assignments

Reflective Essay

Students wrote a 500 word in-class essay which reflected on the Service-Learning project. This essay was worth 10% of the grade.

Argument Paper

Students wrote a draft (worth 5%) and a revised argument paper of 1,000 words (worth 10%) which dealt with the issue that emerged from the Service-Learning Project. The same issue was used in the COM 100 persuasion speech and in the CRE 101 reading project.

CRE 101 Assignments

Reading Project

The CRE 101 reading project was worth 20% of the grade. Students analyzed and evaluated a number of essays bout the issue which emerged from the Service-Learning project. The same issue was used in the COM 100 persuasion speech and in the ENG 101 argument paper.

EXAMPLE OF A STUDENT EXPERIENCE

If we were to follow a hypothetical student through CLOUT, we could see how the integration of assignments works. Along with various other course related concepts, Mary, our student, would spend the first weeks of the semester studying interpersonal communication and small group theory. Introduction to the Service-Learning concept would begin about three weeks into the semester and she would be put into a small group based on the days and times of her availability. The group would begin the planning stage; in Mary's

group it was decided that they would cover several areas with the children: the financial costs of adulthood, the effects of gang involvement, and the problems generated by teenage pregnancy. The group then began development of the delivery strategies to be used.

Because this was a complex problem, the group met numerous times, sometimes in class, sometimes out of class. They developed agendas prior to each meeting and kept minutes (In Mary's group a classmate named Bill took over the role of recorder). After the first two meetings, it became apparent to the group that a classmate named Sue was emerging as a leader.

Mary and all of her group members received the same grade on the agendas and minutes submitted by Bill. She also turned in individually written weekly reflections discussing the group in terms of membership roles, interpersonal communication, process developed, and comfort level of and in the group. These weekly reflections were due for the remainder of the semester.

On the first visit to the site, Mary, another group member, and the CLOUT instructors met with the middle school teachers and administrators. That was the last time that the CLOUT instructors accompanied the students to the school (although instructors and administrators from the two schools did have periodic telephone conversations).

On the first visit with the children during homebase time, the CLOUT students asked the children to write a paragraph on what they think of school. Since the same question was asked on the last visit, CLOUT students were able to measure attitude change. On the second visit, CLOUT students handed the children play money equal to a month of wages at slightly over minimum wage. These pupils were asked to identify things they needed to purchase as a single adult. The children were required to "pay" appropriately for rent, food, transportation, etc. When essentials were paid for, there was no money left. CLOUT students explained that that's the kind of money they would make as a high school drop out. They then discussed financial reasons why they themselves were in college.

Subsequent visits covered problems young people can get into today which will hinder goal attainment. Mary had been a teenage single mother, and she talked about the responsibilities involved and the effects on her life. Each CLOUT student discussed a different reason for his/her personal decision to go back to school. The CLOUT students visited the class twice a week for about 6 weeks utilizing various other strategies. On the second to the last visit they asked the students to write another paragraph on what they thought of school. On the last visit our students brought donuts or gave the children a party.

CLOUT students designed their own implementation strategies. CLOUT instructors were present to discuss problems when asked, but we did not offer suggestions for implementation. Middle school instructors were there during classroom visits to help when needed, but they allowed our students autonomy in their classroom. CLOUT students did this entire project during the 20 minute homebase period. This required that they be highly organized and prepared before entering the homebase classroom each day.

The CLOUT students documented the strategies used and the results. They learned how to modify strategies as needed. They experienced the need to resolve group differences in implementation. They also took part in the related CLOUT assignments.

The first major related assignment, the delivery of an information speech, occurred 7 weeks into the semester. Mary, whose topic was teenage pregnancy, explained the components of sex education in the schools. She utilized various concepts studied in the reading class to gather information from sources for her speech. After delivering the information speech, students were allowed to change their topic if they wished. Mary, along with most of her classmates, chose to continue working on the topic chosen for the information speech.

On the ninth week, students wrote an in class reflective essay for the English course. The topic was their Service-Learning experience to date. Mary discussed her initial fear that she would not have enough time to do the Service-Learning project and her current sense of pride and accomplishment in helping these children. She also addressed her frustrations and explained ways in which she might handle them. The reading project was due at the end of the 12th week. Mary and her classmates had evaluated six arguments, three in favor and three against an issue. On the 13th week of the semester, students gave a persuasion speech. Mary argued that condoms should be distributed in high school and in middle school. She identified three reasons for that stand. She supported her argument by referring to the articles she had been analyzing and evaluating as part of her reading project.

The final draft of their argument essay was submitted by each individual in the 15th week of the semester. Mary's paper further developed the argument introduced in her persuasion speech. Additionally, she identified and refuted opposing views. Also in the 15th week, the student groups gave their small group presentation of the Service-Learning experience (taking about 20-30 minutes per group). The audience consisted of the rest of the class and administrators from the college. They also submitted the small group written reports.

Evaluation of the Program

Because CLOUT students are of a high risk population, attrition is high (approximately 40%). Of the 60% of the students finishing CLOUT, performance at the end of the semester is equal in some areas to that of traditional students in individual courses. In areas requiring critical thinking and analysis, performance far surpassed that of traditional students.

Students expressed a strong loyalty to one another and to the instructors. They were proud of their accomplishments and knew that they succeeded in a very difficult program.

Students, instructors, and administrators have all expressed the same sentiment: Service-Learning can (and should) be used as a tool to reinforce the classroom learning, not just as a vehicle upon which to reflect. Instructors are currently working on objective assessment measures to demonstrate that the use of Service-Learning in CLOUT accomplishes this goal.

Subjective assessment measures, however, abound. The middle school has been very positive about the benefits of the service provided by CLOUT students. Starting with one pilot homebase in the fall of 1995, the concept expanded to cover two homebase classrooms in the spring of 1996. Now other instructors are asking for CLOUT students in their

classroom, and the number of homebase classrooms able to be currently served is limited only by the enrollment in CLOUT. The middle school children enjoyed the CLOUT students. They anticipated the visits and looked forward to them. The evaluations demonstrated that they were influenced by the experience. Two in particular stand out: one student wrote that he had planned to drop out of school, but now he thinks he will stay in school so that he can get a better job later. Another student wrote that she had been thinking of getting pregnant, but now thought it would not be a good idea.

The administrators at GWCC have been very positive about the outcomes of using service as the integration point in CLOUT. For example, after hearing the Service-Learning Project Presentations, both the Dean of Instruction and the Associate Dean of Instruction told the CLOUT students that not only have they helped the children to learn, but they have themselves learned tremendously as individuals. The Dean has told CLOUT faculty that the concept represents an ideal learning situation.

As CLOUT faculty members, we are very positive about the outcomes. Although a time consuming and energy draining project, we have found that the complex and dynamic structure of the Service-Learning/Integrated Learning Community link results in student growth beyond that originally anticipated. Additionally, we ourselves grew as we saw a new (and originally very scary) approach succeed beyond that originally anticipated.

End of the semester evaluations reflected the value of the Service-Learning experience to the students. Students wrote that the service reinforced learning. One wrote: "We had to participate in a small group project. We had to have meetings. The group had a goal...this project helped...with in-class speeches and writings...I am usually very shy and do not like to speak. This project has helped me feel more comfortable about speaking in front of a group." Another wrote: "It helped me get over some of my shyness, and feel more comfortable in speaking to large groups." Students said that at first they thought that using Service-Learning as the focus for concept integration would be confusing, but that now they can se that it had the opposite effect, that it made the course fit together.

Students wrote that Service-Learning gave them personal satisfaction as well. One wrote: "A lot of the information that I have obtained this past year...(will) help me in my personal and educational career and I feel more confident than I have ever felt before. Basically, there is nothing that I can not do or accomplish." Another said "I...got the satisfaction of helping a child in life."

Students also wrote that Service-Learning was a valuable resource to the community. One wrote: "We had a huge impact on the students and felt very confident that we got across to them..." Another said: "Some of the things we...had to discuss (included) teen pregnancy, drugs, and gangs. By dealing with these everyday problems the youth, the parents of tomorrow, (will) have better ways of surviving in this world."

Tribal Colleges: Responding to Cultural Needs

Kelly Ward, Service-Learning Director
Montana Campus Compact
Dana Grant, Volunteer Services
Salish Kootenai College
Pablo, Montana

Service-learning crosses all cultures. It is a mechanism for change that teaches, while empowering. In the tribal college community, service is being linked in a way that honors the past while looking to the future. For most tribal colleges, the community is the life blood of their institutions. Those who live on the reservations not only support the college but usually work very hard to promote its success at all levels. As such, service in these areas is a mutual response that promotes the success of all people.

The lessons learned thus far in the tribal college community clearly denote that service-learning is valuable for both the student and the community. Over the past few years many tribal colleges have discovered that the incorporation of learning models with service not only complements the educational experience but also benefits students throughout their life.

In Montana, over the last few years, tribal colleges have taken varying approaches to service-learning that reflect the changing needs of the reservation communities. These approaches have included developing institutional policies for service-learning (e.g. a graduation requirement) and sponsoring events for the community (e.g. mentoring programs, science fairs, camps). Through this process, the colleges have found a way to balance culture with learning. The application of these experiences transcend individual cultural identities and can easily be adapted by any community college. What the tribal colleges have realized is that knowing one's culture and respecting the needs of that culture will guarantee a more lasting and satisfactory experience for students.

The purpose of this essay is to describe not just one class with a service-learning component, but to describe service-learning for community college faculty, in general, and of culturally diverse populations, in particular. The thoughts for this essay are derived from our work with tribal colleges in Montana. The lessons are drawn from these populations, but they are applicable to all faculty and students looking for culturally appropriate service-learning opportunities.

Higher education is an increasingly diverse enterprise, and many institutions pursue even greater cultural diversity. Community colleges in general tend to be more diverse than many traditional four year institutions; hence it is important to look not only at the mechanisms and logistics of service-learning but also at the cultural aspects. Tribal colleges are based on fulfilling a cultural need and recognize the need for a culturally grounded education. By cultural aspects we are referring to both the culture of the institution and the cultural identity of the individual students. In this context those working with service-learning must look at both what is being brought to the institution by those in attendance as well as the community that is created once they are all together.

We will describe our individual personal pathways in using service-learning to enhance curriculum in the tribal college system. We also will give examples of particular classes with culturally relevant service-learning components. This essay also addresses practical concerns for community college faculty looking to incorporate service-learning in their classes.

Personal Pathways

Dana Grant

"Why do we exist? What is our purpose? Obviously, these are questions that have challenged man's mind since the beginning of time. A few years a go I returned to the Flathead Reservation to work at Salish Kootenai College. Upon my arrival I worked with a summer youth program and quickly realized that many of the students in the project had no connection to the world beyond the Reservation boundaries. Most of the students had no thought of the future or life beyond the end of the summer. They only knew survival. While working with these students I kept thinking about what was happening to them and why. I suppose you could say I was looking at the picture but not seeing the colors of the paint. One day by chance some elders from the tribe needed help moving to a new location. I volunteered the group to help, not sure who would attend. The day arrived and I was very anxious. I remember looking at my watch about 30 times in the matter of one minute. At exactly 1:00 p.m. the entire group came into the building. Everyone was present, I just couldn't believe it. It seemed like the last thing that any of them would want to do.

After that weekend I kept thinking again about the why. What had brought the students out? Why had they cared? At about the same time I received an announcement in the mail asking for participation in a conference on service-learning. The day after that my college president gave me some information about something called The Campus Compact and told me he thought I might be interested. Within a couple of weeks I had written a request for a mini-grant, attended a conference with hundreds of others from higher education, and put together the first course syllabus for service-learning at our institution. And the same time I also found the answer to why those youth in my program responded so favorably to that request for assistance. People respond to ideas they value and cherish. For those from a tribal background there is nothing more sacred then an elder."

Kelly Ward

"My pathway to service-learning was through the study of higher education and in particular how institutions change. My background in multicultural curricular change and faculty development prepared me for service-learning. Institutions go through stages when they are in the process of change. When I shifted my focus from multiculturalism to service-learning I noticed that the institutions I was working with were going through the same phases as those incorporating cultural diversity. I also noticed the commonalties between service-learning and multiculturalism; the two are mutually reinforcing. Multiculturalism is about shifting the center away from a monolithic experience. Society, education and life are

about embracing many cultures not one. Service-learning is about shifting the center away from traditional classroom structures and emphasizing multiple means of teaching and learning.

In my work with the Montana Campus Compact I consult with the tribal colleges throughout the state. Through this work I started to see themes emerge across the colleges related to teaching and service-learning: The most successful service-learning experiences were those that related the culture of the students in the class and the culture of the community to classroom material. This was useful in helping not only the tribal colleges but also in enhancing my own service-learning classes and at member campuses throughout the state."

DISCIPLINARY CONNECTIONS

Drawing not just on our own teaching experiences, but that of several classrooms from throughout the state, we have provided examples of service-learning courses with cultural components. Each example includes a brief overview of the project, followed by answers to frequently asked questions about service-learning classes.

Blackfeet Community College
Native American Studies

Blackfeet Reservation
Browning, Montana

Students in Native American Studies (NAS) and Early Childhood Education planned and administered a culture camp for area youth. The NAS students developed activities for the camp to teach the youth about Blackfeet culture and language. The Early Childhood Education students provided mentoring and other age appropriate activities.

How is service connected to the discipline?

- Teaching reinforces the learning process.
- Cultural preservation is involved the application of teaching methods
- Goal of class was knowledge acquisition and understanding of Blackfeet language and culture. Students demonstrated this attainment with the area youth by serving as teachers.
- Students in Early Childhood Development had hands-on experience with creating and managing youth programs.

How do class assignments connect with service placements?

- Develop a replicable curriculum for the camp and for other colleges to use
- Reflective journals enhance writing skills and help students recognize successful strategies and shortcomings of their curricular activities.

How does the learning process link to cultural identity?

- Culture was at the center of this class and the service-learning project
- Met need for culturally based activities which opened doors to many youth from the community.

Dull Knife Memorial College
English Composition

Northern Cheyenne Reservation
Lame Deer, Montana

"Writing Across Cultures" is a year long English composition course. Students in the class befriended elders in the community and recorded stories about historical events on the Reservation. Once students gathered the stories, they created a collection which was printed and disseminated to the community. The collection was accompanied by a presentation to local and surrounding communities.

How is service connected to the discipline?

- Writing assignments were based on the oral histories
- Peer editing and revising of writing
- Understanding of reading, writing and listening aspects of literacy

How do class assignments connect with service placements?

- Collection of written work is available to the public
- Students provided companionship, collected stories and shared with community
- Students learned about writing for varied audiences

How does the learning process link to cultural identity?

- Honoring tribal elders
- Oral tradition of story telling
- Cultural preservation and teaching

Salish Kootenai College
Environmental Sciences

Flathead Reservation
Pablo, Montana

This course was created in the Environmental Sciences focusing on the community wide radon testing. Students learned about the impact of radon and other chemicals before testing was administered and then educated the community about test results.

How is service connected to the discipline?

- Data collection and research methodology were used in a practical and applied way
- Students had to learn how to communicate scientific concepts to general public
- Students looked at policy implications and politics related to broader concepts of Environmental Science

How do class assignments connect with service placements?

- Written reports and summaries were shared with the general public
- Students educated the public about radon and the need for testing
- Contact with the public helped students develop analytic skills related to public policy

How does the learning process link to cultural identity?

- Emphasized the value of environment and the future quality of life on reservation
- Focused on the concept of helping one's "extended family." In this case the family meaning the community at large.

PRACTICAL CONSIDERATIONS

Although each institution has specific needs, there are common practical considerations valuable regardless of location or institutional type. The practical considerations we offer specifically address the cultural aspects of service-learning.

Meet relevant needs. Make sure the needs being addressed have been identified as needs by the *community*. Consider the culture of the institution, the culture of the community to be served and the cultural identity of the students in the class when identifying service placements.

Incorporate student interests. Involve students in placement selection so that the sites reflect student interests and student cultures.

Goals. Be realistic in service-learning goal development. Take time to recognize existing strengths and limitations related to the class, the campus and the community. Consider starting small and building over time (i.e. try a short term project prior to committing an entire course to service-learning).

Reflection. Needs to be grounded in a critical framework. Service-learning is not just about helping, it is about making the world a better place and questioning why needs exist. Service-learning is not only about changing the community but also about changing one's self.

Expand student boundaries. Reflection/journal and other assignments should stretch students beyond their "comfort zone." It should challenge students about their preexisting assumptions, values, and ideas about culture.

Focus reflection activities. Reflection/journal work should be focused and guided to give students direction. For example, provide a weekly question or quote to help the evolution of student thinking about their service placements and the people they are working with. Encourage students to reflect upon the cultural aspects of the project and the people involved.

Use peer education. Peer directed queries can help promote critical reflection and build classroom community.

Develop class list server. On-line journals can help students develop and share their ideas publicly while promoting computer skills.

Build partnerships. Collaborate with people from the community who have similar goals and needs.

Share resources. Seek support from a campus volunteer center if one exists. If not, look to community based agencies for ideas. Tap into existing volunteer needs assessments or referral services if available.

Risk management. Anticipate problems and risks that could arise with service sites and prepare plans that address these issues.

Liability. Look at institution insurance policies and coverage for activities off-campus. Utilize participant liability waivers whenever possible and applicable.

Service-learning vs. volunteering. When working with community groups or agencies it is important to help them understand the difference between volunteer work and service-learning. Meaningful service-learning requires active agency participation and commitment. What is their responsibility as a placement site? Do they have the human resources to support a student placement?

Service-learning is not about simply adding another assignment to a class. It is about examining institutional culture, student cultural identities and needs in the community in a context that integrates discipline-specific goals. As a learning method, service facilitates active learning that challenges students to apply classroom material to community and cultural settings. By linking the service to learning, it becomes relevant to the student's identity and validates their educational goals. Culturally based service-learning mutually reinforces the values of the individual and the community being served.

Course Information & Syllabus
Community Volunteer Learning

Lois Slater and Dana Grant

Number: GS 180 Title: Community Volunteer Learning
Prerequisites: None Credits: Varied
This course is offered every quarter and meeting times are by arrangement.

REQUIRED MATERIALS

No texts are required though individual texts might be assigned by the instructors.

DESCRIPTION

The course is designed to allow students to learn by serving the community. Through the course students will gain an awareness not only of their own skills but also of their community resources. Community service-learning is a way to allow students to get real world experience while still in school. Since projects are set up individually, following an independent study methodology, students must take responsibility for their own goals and objectives.

COURSE OBJECTIVES

Upon completion of this course students will:

a. Have stronger oral communication skills.
b. Be able to write clear, succinct analysis of written materials
c. Have a broader knowledge of a particular contemporary issue
d. Begin creating a personal network of community contacts
e. Gain an understanding of the contributions volunteerism can make in a community
f. Have a better sense of the value of their personal training and education

COURSE REQUIREMENTS

a. Students complete volunteer hours based on the number of credits they have taken. Each credit requires 35 hours of volunteer work.
b. A final paper is required at the end of the quarter. Dates will be assigned by the instructor.
c. Weekly meetings with the instructor or Center Coordinators.
d. Completion of the individual service plan as developed by the student and the instructor.
e. Other requirements may be added depending on the project or program involved.

GRADING SYSTEM

Grades will be assigned based upon the completion of all the course requirements. If the student completes all work in a satisfactory fashion he or she will be given a letter grade. Grades will vary depending on the final paper, weekly meetings, and overall completion of

the individual project. However, if any areas are incomplete the student will be given an Incomplete and a certain period of time in which to finish the work.

Final Evaluation Guidelines & Requirements
Community Volunteer Learning

All Students enrolled for Community Volunteer Learning credits must complete a final evaluation. The following requirements should serve as a guide for the student in this project.

1. The final evaluation must be at least two pages long and typed.

2. A cover page should be included with the student's name, the title of the project, location of the project, quarter the student participated and the date the project was completed.

Sample cover information:

John William Smith
"Learning for Tomorrow"
Johnson Elementary School, Center City, USA
Fall Quarter, December 10, 1996

3. **In the evaluation the student should address the following areas:**

   a. Briefly review the project design including the target population, community participation and overall goals. What was your involvement? Explain the specifics of what you did and who you had to work with in order for the project to operate as scheduled.
   b. What did you learn from this experience? How will this benefit you in the future?
   c. What was the most interesting part of your volunteer project?
   d. What did you learn about yourself? Your future career goals?
   e. What do you think your participation in this project will do for your community?
   f. Share your ideas on the pros and cons of community service as a part of the curriculum.
   g. Explain what you see as the practical benefits for a student doing volunteer service.
   h. Any other details which you think are important in explaining what you did or learned.

4. Write the paper in an accurate, factual, and well organized fashion.

5. Include any brochures, posters, papers or other items that were generated as a direct result of the project. If you do include other items, identify how they were used in the project and any involvement you had in their creation.

6. The questions and suggestions under Number 3 above are to serve as guides. You do not need to list each question and answer. Simply work to include the answers somewhere in the body of your paper. Be creative and he fun with what you are writing.

7. Have someone else read your paper before you hand it in. Use their feedback to make it a stronger piece.

8. Completion dates are assigned individually. Be sure you are aware of the date that your paper must be submitted.

9. If you have any questions or problems, come and ask one of the staff members in the Career Services areas for assistance. Don't be afraid to get help.

Good Luck!

Syllabus
Health in Ecological Perspective I

Lori Colomeda, Ph.D., R.N.

COURSE DESCRIPTION

A ten week interdisciplinary elective course focusing on ecological concepts and environmental factors affecting health and health promotion. Special emphasis focuses on ecological concepts and environmental health issues of Native Americans.

COURSE OBJECTIVES

Upon completion of this course students will be able to:

a. Discuss and describe:
   1. ecological concepts
   2. the structure and function of the ecosystem
   3. biogeochemical cycles
   4. population dynamics
   5. health effects of contamination/pollution
   6. environmental health related issues on reservations and reserves

b. Use critical thinking skills to review and critique government and private policies on environmental health issues

COURSE REQUIREMENTS

There are two Tracks for a Grade:

For a grade of B:

a. Complete all **required** reading assignments.
b. Participate actively in all discussions and field trips.
c. Complete a mid term paper 5 pages due at mid term.
   Mid Term Paper: choose an environmental Health issue, research the role of government and the private sector. Use critical thinking skills to review and critique which option is best for your way of thinking. In place of library research you can interview elders, health care workers etc. Write down what they say and make a decision.
d. View film.
e. Pass a final-in class essay examination.

For a Grade of A:

a. All of the above plus:

b. Complete all **recommended** readings.
c. Write a two page reaction paper to the film.
d. Pass final exam of three essay questions.

Week 1: Class overview/syllabus/requirements: Term project or term paper; the final/getting to know you activity
The history of the Environmental Movement and Ecology
Environmental Health: Early women pioneers; Percival Pott (1775)

Preparation for class 2 discussion:
REQUIRED READING:
Nebel: *Environmental Science:* Part One: Chapters 1-4
RECOMMENDED:
Chiras: Chapter 23

Week 2: The ecosystem: function, structure, Ecological Concepts: EC-DC-IC-A: biogeochemical cycles

Preparation for class 3 discussion:
REQUIRED READINGS:
Nebel: *Environmental Science:* Part 2: Chapter 5-6
RECOMMENDED READING:
Chiras: Chapter 24: *Principles of Ecology: Understanding the Economics of Nature*
McElroy & Townsend: Chapter 8: *Health Repercussions of Culture Contact*

Week 3: Population dynamics: Clashing of cultures: Technology vs. Indigenous people: Initial health disruptions of culture clash: diabetes, malnutrition
Film: The last Days of Okai, Labrador

Preparation for class 4:
REQUIRED READING:
Nebel: Chapter 12-13
RECOMMENDED READING:
Readings on reserve: news articles focusing on Stone Container

Week 4: The air cycle/hazards to health from air cycle dysfunction
Air pollution: cigarette smoke, Stone Container: dioxin;
Debate the issues: Biological controls and genetically engineered plants vs. airborne pesticides
Does chronic pesticide use contribute to Parkinson's disease in farm workers? (from papers presented at the National Rural Health Conference, Bozeman, 1995)
Discussion of the term paper/project

Week 5: Presentations of Term Projects or papers

Preparation for class:
REQUIRED READING:
Nebel: Chapters 10, 11, 15
RECOMMENDED READING:
On Reserve: The James Bay Cree and the Great Whale Project (selected readings)

Week 6: The water cycle/hazards to health from water cycle pollution
Waste water treatment: where does it go after the flush?
Using the watercourses as a sewer and the effects of drinking the sewer
Economic Development or People?
Stone Container: Comprising health via air and water quality in Missoula and beyond.
James Bay Cree: Mercury poisoning in food sources as a result of The Great Whale Project
Inuit and belugas, breast milk and breast cancer. PCB and dioxin pollution of the water systems.
The Yellowstone Pipeline and the health effects of oil contamination (guest speaker from tribal environmental science)

Week 7: Field Trip: waste water treatment plants (set up for a Saturday morning)

Week 8: Overview of Environmental Health Issues across American Indian Reservations

Week 9: The Soil Cycle
Point Hope Alaska and Project Chariot; Chernobyl. The effects of nuclear contamination on the food chain. Breast cancer in Native northern women;
The Apache Nation's nuclear waste dump and possible effects of contamination
What's a little arsenic when we can get jobs and money? The Yellowstone Gold Mine

Week 10: Final exam

PRINT AND ORGANIZATIONAL RESOURCES

Gail Robinson
Coordinator, Service-Learning Clearinghouse
American Association of Community Colleges
Washington, DC

Print Resources

Ayers, George E., and David B. Ray, eds. *Service-Learning: Listening to Different Voices*. Fairfax, Va.: United Negro College Fund, 1996.
800/332-8623.

Relates perspectives of educators from historically black colleges and universities regarding integrating service into academic curricula.

Barber, Benjamin R., and Richard M. Battistoni. *Education for Democracy*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1993.
800/228-0810.

Presents an anthology of readings on citizenship and social responsibility in a democracy, meant to provoke individual and group thought, discussion, and reflection.

Berry, Howard A., and Linda A. Chisholm. *How to Serve and Learn Abroad Effectively: Students Tell Students*. New York: Partnership for Service-Learning, 1992.
212/986-0989.

Advises students and recent graduates on service experiences abroad; contains application, preparation, and on-site suggestions.

Berson, Judith S. A Marriage Made in Heaven: Community Colleges and Service Learning. *Community College Journal*, 64 (6), 1994: 14-19.
202/728-0200, ext. 254.

Describes growth and relevance of service-learning in community colleges; discusses how to start service-learning programs.

Bucco, Diana, ed. *Building Sustainable Programs: A Guide to Developing and Maintaining Service-Learning at Community Colleges*. Mesa, Ariz.: Campus Compact Center for Community Colleges, 1995.
602/461-7392.

Reveals lessons learned from institutions offering service-learning; discusses strategies for developing and maintaining programs; includes examples, models, and best practices.

Cha, Stephen, and Michael Rothman. *Service Matters: A Sourcebook for Community Service in Higher Education.* Denver: Education Commission of the States, 1993. 401/863-1119.

Compiles trends and statistics; national service initiatives; community service contacts; funding information; national organizations; more than 500 models and examples.

Coles, Robert. *The Call of Service: A Witness to Idealism.* New York: Houghton Mifflin Co., 1993. 212/420-5800.

Explores idealism in individuals and society, and community service as a means of realization. Includes stories of individual involvement, achievement, and satisfaction, as well as cynicism, anger, and despair.

Community Colleges and Service Learning. Washington, D.C.: American Association of Community Colleges, 1995. 202/728-0200, ext. 254.

Describes in detail steps community colleges can take to implement service-learning.

Delve, Cecilia, Suzanne D. Mintz, and Greig M. Stewart. *Community Service as Values Education.* New Directions for Student Services, no. 50. San Francisco: Jossey-Bass, 1990. 800/956-7739

Addresses how service-learning programs can foster students' moral development and sense of civic responsibility.

Federal Work-Study and Community Service: A Campus Compact Guide. Denver: Education Commission of the States, 1994. 401/863-1119.

Reviews federal work-study legislation and its requirement of designated funds for community service work-study jobs; recommends strategies for implementation.

Galura, Joseph, Jeffrey Howard, Dave Waterhouse, and Randy Ross, eds. *Praxis III: Voices in Dialogue.* Ann Arbor: OSCL Press, 1995. 313/763-3548.

Describes service-learning courses and activities in detail; current thought and theory; reflection by course alumni.

Galura, Joseph, Rachel Meiland, Randy Ross, Mary Jo Callan, and Rick Smith, eds. *Praxis II: Service-Learning Resources for University Students, Staff and Faculty.* Ann Arbor: OSCL Press, 1993.
313/763-3548.

Discusses establishing a service-learning course and a faculty committee; advocating for and promoting service-learning on a university campus; pilot activities; curricular and co-curricular projects.

Giles, Dwight E., Jr., and Janet Eyler. The Impact of a College Community Service Laboratory on Students' Personal, Social, and Cognitive Outcomes. *Journal of Adolescence* 17 ,1994, 327-339.
011-44-181-300-3322 (London).

Details central issues in outcomes research.

Goldsmith, Suzanne. *Journal Reflection: A Resource Guide for Community Service Leaders and Educators Engaged in Service Learning.* Washington, D.C.: American Alliance for Rights & Responsibilities, 1995.
202/785-7844.

Relates the history and value of journals for service reflection; details various types, formats, methods, and examples of journal reflection techniques.

A Grantmaker's Guide to National and Community Service. Washington, D.C.: Council on Foundations, 1994.
202/466-6512.

Provides information on national, state, and local foundations that award grants for national and community service efforts; includes program descriptions.

Henry, Roger. *A Service Learning Center: A Practitioner s Workbook.* Cocoa, Fla.: Brevard Community College/Florida Campus Compact, 1995.
407/632-1111, ext. 62410.

Contains practical tips and suggestions for developing a service-learning program.

Howard, Jeffrey, ed. *Michigan Journal of Community Service Learning.* Ann Arbor: OSCL Press, 1994, 1995.
313/763-3548.

Includes articles on research, pedagogy, theory, and related issues.

------. *Praxis I: A Faculty Casebook on Community Service-Learning.* Ann Arbor: OSCL Press, 1993.
313/763-3548.

Considers undergraduate and graduate course models of service-learning in a variety of disciplines; includes course structure, syllabi, outcomes, and assessment.

Jackson, Katherine, ed. *Redesigning Curricula: Models of Service Learning Syllabi.* Providence: Campus Compact, 1994.
401/863-1119.

Includes adaptable model syllabi from several disciplines at different types of institutions.

Jacoby, Barbara, and Associates. *Service-Learning in Higher Education: Concepts and Practices.* San Francisco: Jossey-Bass, 1996.
800/956-7739

Outlines foundations and principles of viable service-learning programs;includes guidelines for program design and administration, types of service experiences, curricular integration, and institutionalization.

Kendall, Jane, ed. *Combining Service and Learning: A Resource Book for Community and Public Service.* 3 vols. Raleigh, N.C.: National Society for Experiential Education, 1990.
919/787-3263.

Includes practical issues and ideas for programs and courses; curricular integration; recruitment; evaluation and assessment; legal issues; principles of good practice; theories; rationales; research.

Kniseley, MacGregor. *Knowing You've Made a Difference: Strengthening Campus-Based Mentoring Programs through Evaluation and Research.* Denver: Education Commission of the States, 1990.
401/863-1119.

Describes how to conduct an effective evaluation of a campus-based mentoring program in order to strengthen and refine it.

Kretzmann, John P., and John L. McKnight. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets.* Chicago: ACTA Publications, 1993.
800/397-2282.

Summarizes successful, practical, and useful examples of community-building initiatives. Describes connecting community needs and assets through local citizens associations, community groups, government, business, philanthropy, cultural organizations, and educational and religious institutions.

Kupiec, Tamar Y., ed. *Rethinking Tradition: Integrating Service with Academic Study on College Campuses.* Denver: Education Commission of the States, 1993.
401/863-1119.

Examines strategies and rationale for service-learning programs; service-learning as effective pedagogy; institutional development; program design; sample course syllabi.

Lappé, Frances Moore, and Paul Martin Du Bois. *The Quickening of America: Rebuilding our Nation, Remaking our Lives.* San Francisco: Jossey-Bass, 1994.
415/433-1767.

Chronicles individuals who are successfully tackling society's problems and challenges; addresses the skills needed to effect change and solve problems; includes reflective tasks and questions for the reader.

Mapping the Geography of Service on a College Campus: Strategic Questions about the Institution, Stakeholders, Philosophies and Community Relationships. Providence: Campus Compact, 1994.
401/863-1119.

Provides a brief framework for assessing the state of campus service initiatives.

Markus, G.B., Howard, J.P.F., and King, D.C. Integrating Community Service and Classroom Instruction Enhances Learning: Results from an Experiment. *Educational Evaluation and Policy Analysis*, 15, 1993, 410-419.
202/223-9485.

Describes results of research on student outcomes, including effects for both course learning outcomes and attitudinal/cognitive/values measures.

Parsons, Michael H., and C. David Lisman, eds. *Promoting Community Renewal Through Civic Literacy and Service Learning.* New Directions for Community Colleges, no. 93. San Francisco: Jossey-Bass, 1996.
800/956-7739

Portrays a critical role of community colleges in the twenty-first century as enhancing civic literacy through community-based programming and service-learning.

Raybuck, Jodi, ed. *Expanding Boundaries: Serving and Learning.* Washington, D.C.: Corporation for National Service, 1996.
410/290-3839.

Examines service-learning efforts at Learn and Serve America: Higher Education grantee institutions; discusses lessons learned and tools used in several projects.

Robinson, Gail, and Lynn Barnett. *Service Learning and Community Colleges: Where We Are.* Washington, D.C.: American Association of Community Colleges, 1996.
202/728-0200, ext. 254.

Summarizes and analyzes service-learning data and trends on community college campuses.

Seidman, Anna, and Charles Tremper. *Legal Issues for Service-Learning Programs: A Community Service Brief.* Washington, D.C.: Nonprofit Risk Management Center, 1994.
202/785-3891.

Provides general guidance on legal liability, negligence, insurance, and risk management; suggests strategies to prevent legal problems; offers suggestions for adhering to pertinent laws and regulations.

Sigmon, Robert. *Linking Service with Learning.* Washington, D.C.: Council of Independent Colleges, 1994.
202/466-7230.

Relates service-learning background, typology, relationship identification, and suggestions for linking service with learning.

Silcox, Harry C. *A How to Guide to Reflection: Adding Cognitive Learning to Community Service Programs.* Philadelphia: Brighton Press, 1993. 215/357-5861.

Details the need for reflection in service-learning; learning environments; reflective teaching methods; the reflection process; research on reflection activities.

Troppe, Marie, ed. *Connecting Cognition and Action: Evaluation of Student Performance in Service Learning Courses.* Providence: ECS/Campus Compact, 1995. 401/863-1119.

Describes the importance and potential difficulty of evaluation in service-learning courses; offers evaluation methods and a model of the development of reflective judgment to assist faculty in assessing students' cognitive gains.

Vineyard, Sue. *Evaluating Volunteers, Programs, and Events.* Downers Grove, Ill.: Heritage Arts Publishing, 1994. 708/964-1194.

Relates methods of and reasons for evaluating volunteer activities; addresses reflection as the evaluative component of service-learning.

Walsh, Jim. *Community and Volunteer Service: A Resource Guide for Community Colleges.* Providence: Campus Compact, 1991. 401/863-1119.

Provides information and resources for community colleges establishing service programs.

Westacott, Beverly M., and Carol R. Hegeman, eds. *Service Learning in Elder Care: A Resource Manual.* Albany, N.Y.: Foundation for Long Term Care, 1996. 518/449-7873.

Describes elder care project as a model for service-learning programs; includes case studies, curricular design, journal reflection, project evaluation, and mentoring information.

Willette, Zac, Michael Magevney, and Laura Mann. *Curriculum-Based Alternative Breaks. Nashville: Break Away:* The Alternative Break Connection, 1994. 615/343-0385.

Recommends ideas and sources for alternative college breaks combined with academic courses; focuses on why and how to do service; includes profiles of participating colleges.

Organizational Resources

American Association of Community Colleges
Service-Learning Clearinghouse
One Dupont Circle, NW, Suite 410
Washington, DC 20036-1176
Phone 202/728-0200 ext. 254
Fax 202/833-2467
E-mail grobinson@aacc.nche.edu

Campus Compact National Center for Community Colleges
1833 West Southern Avenue
Mesa, AZ 85202
Phone 602/461-7392
Fax 602/461-7816
E-mail conss@mc.maricopa.edu

Campus Outreach Opportunity League
1511 K Street, NW, Suite 307
Washington, DC 20005
Phone 202/637-7004
Fax 202/637-7021
E-mail cool2you1@aol.com

Corporation for National and Community Service
1201 New York Avenue, NW
Washington, DC 20525
Phone 202/606-5000

Fund for the Improvement of Postsecondary Education
U.S. Department of Education
ROB-3, Room 3100
7th and D Streets, SW
Washington, DC 20202-5175
Phone 202/708-5750

The Invisible College
Portland State University
635 SW Harrison
Portland, OR 97207
Phone 503/725-3705
Fax 503/725-5850
E-mail alanz@sba.pdx.edu

National and Community Service Coalition
409 3rd Street, NW, Suite 200
Washington, DC 20024
Phone 202/488-SERV
Fax 202/488-1004
E-mail ncsc@cais.com

Nonprofit Risk Management Center
1001 Connecticut Avenue, NW, #900
Washington, DC 20036
Phone 202/785-3891

National Service-Learning Cooperative (K-12) Clearinghouse
University of Minnesota
1954 Buford Avenue, Room R290
St. Paul, MN 55108
Phone 800/808-7378
E-mail serve@maroon.tc.umn.edu

National Society for Experiential Education
3509 Haworth Drive, Suite 207
Raleigh, NC 27609
Phone 919/787-3263
Fax 919/787-3381
E-mail nsee@mercury.interpath.com

The Partnership for Service-Learning
815 Second Avenue, Suite 315
New York, NY 10017-4594
Phone 212/986-0989
Fax 212/986-5039

Points of Light Foundation
1737 H Street, NW
Washington, DC 20006
Phone 202/223-9186

Youth Service America
1101 15th Street, NW, Suite 200
Washington, DC 20005
Phone 202/296-2992

ELECTRONIC RESOURCES

Maria Hesse, Business Faculty
Chandler-Gilbert Community College
Chandler, Arizona

There are many service-learning resources available via the Internet, specifically the World Wide Web (WWW). If you are not sure if you have appropriate hardware and software to connect to the WWW, contact the computer services staff at your college for help. The list below, although not a complete list, will help you get started with some major Web sites related to service-learning.

American Association of Community Colleges (AACC)
AACC is the primary advocacy organization for the nation's 1,100 two-year degree granting institutions. Their service web site contains references, workshop information, and information on AACC service projects.

http://www.aacc.nche.edu/spcproj/service/service.html

Campus Compact National Center for Community Colleges
Located within the Maricopa Community Colleges at Mesa Community College, CCNCCC is the national resource office for community colleges interested in community service and service-learning.

http://www.mc.maricopa.edu/academic/compact/

Campus Outreach Opportunity League (COOL)
COOL is a national non-profit organization that helps college students start, strengthen, and expand their community service programs.

http://www.cool2serve.org/homeofc/home.html

Contact
The Contact Center Network, Inc. is a nonprofit, non-partisan organization whose mission is to serve and strengthen individuals and organizations working for a better world, by promoting and facilitating communication, coordination and concerted action, in a spirit of generosity and mutual respect. To support this effort, they have created the most comprehensive directory of nonprofit resources on the Web, with links to over 6,000 organizations, publications and directories around the world.

http://www.contact.org/

Giraffe Project
This project finds, commends and publicizes people who stick their necks out for the common good.

http://www.whidbey.com/giraffe/

HandsNet
HandsNet is a national, nonprofit network that promotes information sharing, cross-sector collaboration and advocacy among individuals and organizations working on a broad range of public interest issues. Contains headline news of vital import to non-profit professionals.

http://www.igc.apc.org/handsnet/

ImpactOnline
"Using the Internet for Change"... will help you turn your concerns into actions by connecting you with information about social issues, and linking you with organizations that are doing something about them.

http://www.impactonline.org/

National Service-Learning (K-12) Clearinghouse
The Clearinghouse is a partner in the National Service-Learning Cooperative (NSLC). As a central repository of information about service-learning programs, organizations, people, calendar events, and literature/multimedia materials, the NSLC Clearinghouse provides access to service-learning information through Information Specialists at a toll-free telephone number (1-800-808-SERVE) and via the Internet.

http://www.nicsl.coled.umn.edu/

Partnership for Service-Learning
The partnership for Service-Learning has originated, designed and implemented international/intercultural service experiences since 1982.

http://www.studyabroad.com/psl/

Points of Light Foundation
This nonprofit, nonpartisan organization promotes volunteerism and community service nationwide.

http://www.impactonline.org/points/

Rural Clearinghouse for Lifelong Education and Development
This site includes several full-text articles on rural service-learning programs and contains links to related resources.

http://www.ksu.edu/~rcled/

Service-Learning Files
This collection in Denver, Colorado contains a warehouse of information about Service-Learning programs at colleges and universities around the United States, as well as current research in the field, publications, and other information.

http://csf.colorado.edu/sl/

Service-Learning at Maricopa
Colleges in the Maricopa Community College District describe their service-learning programs. Liability forms, district-wide committee notes, and other materials are also available.

http://www.mcli.dist.maricopa.edu/sl/

U.S. Corporation for National Service
The Corporation is responsible for promoting participation in community service. Electronic resources include:

http://www.cns.gov/	Corporation for National Service
http://www.cns.gov/learn.html	Learn and Serve America
http://www.cns.gov/americorps.html	AmeriCorps
http://www.cns.gov/senior.html	National Senior Service Corps

VISTA
Since 1964, over 100,000 Americans have performed national service as VISTA Volunteers. VISTA (Volunteers In Service To America) places individuals with community-based agencies to help find long-term solutions to the problems caused by urban and rural poverty. In 1994, VISTA became part of the AmeriCorps national service program.

http://libertynet.org/~zelson/vweb.html

Who Cares
This national quarterly journal is devoted to community service and social activism.

http://www.whocares.org/

Campus Compact National Center for Community Colleges Mission

The Campus Compact National Center for Community Colleges, established in 1990, has a dual mission. First, it serves as a national advocate for community colleges to sustain service-learning as a national movement. Second, it serves member organizations and others in the promotion and implementation of community service as a means of improving teaching and learning to the benefit of students and the communities in which they serve.

Campus Compact National
Center for Community Colleges

Mesa Community College
1833 West Southern Ave.,
Mesa, Arizona 85202
Telephone 602.461.7392 Facsimile 602.461.7816

BULK MAIL
U.S. POSTAGE PAID
MESA, AZ 85202
PERMIT NO. 153